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1919/20

VOL. XXXII

JUNE, 1920

NO. 1

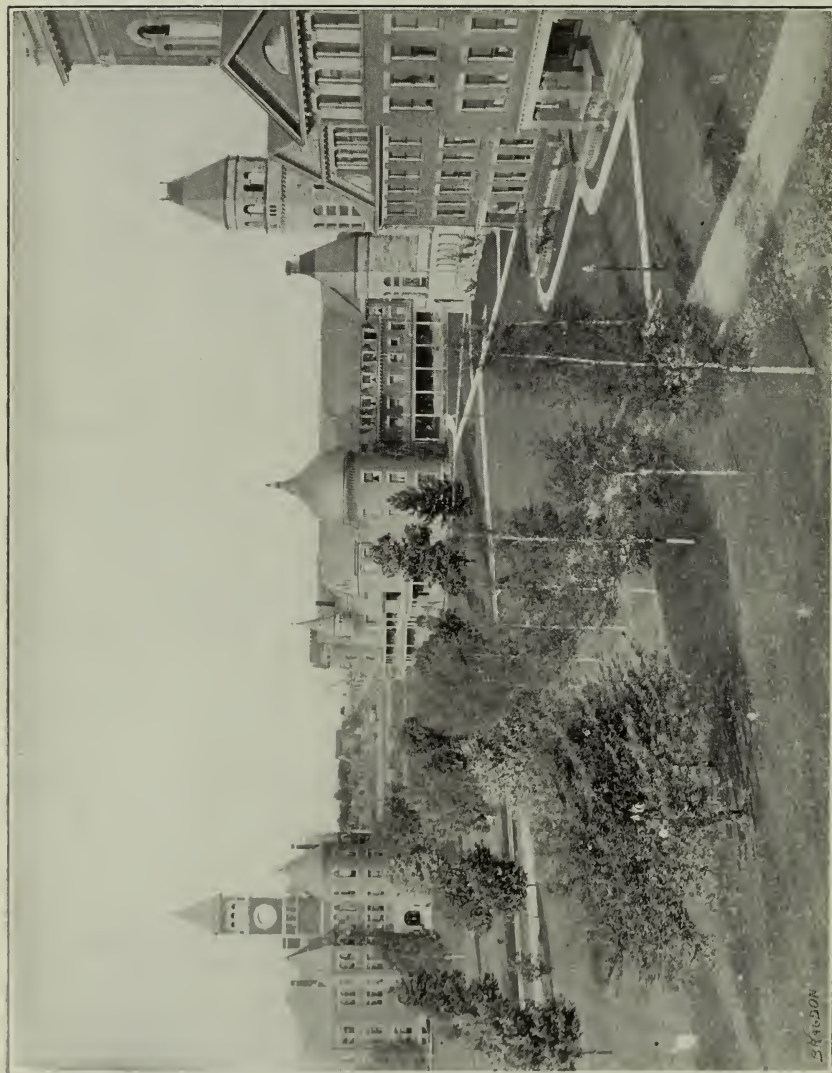
The Slippery Rock State Normal School BULLETIN



CATALOGUE NUMBER

Published Quarterly in June, September, December and March
By the Trustees of
Slippery Rock State Normal School
Slippery Rock, Pa.

Entered as second class Matter at the Post-Office at Slippery Rock, Pa., under the
Act of March 1, 1879.



Main Building

North Hall

CAMPUS, LOOKING NORTH

Chapel

South Hall

The Slippery Rock State Normal School Bulletin

VOL. 32

JUNE, 1920

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Issued Quarterly in June, September, December and March by Trustees of
Slippery Rock State Normal School

Thirty-Second Annual Catalogue

1919-1920

WITH ANNOUNCEMENTS FOR

1920-1921

Eleventh District
SLIPPERY ROCK, PENN'A.

CALENDAR

1920-1921

First semester opens September 6.
Christmas recess, 4:15, December 22 to January 3.
Second semester opens Monday, January 31.
Easter recess, 4:15, March 24 to April 4.
Summer term opens Monday, June 27.

LECTURE COURSE

Saturday, October 23—Grand Opera and Concert Company.
Monday, November 8—All American Day.
Saturday, December 4—Dr. Newell Dwight Hillis.
Monday, January 17—Maude Scheerer.
Saturday, January 29—Harpvocal Ensemble.
Monday, February 14—Bostonia Sextette.

SOCIAL CALENDAR

Saturday, September 11—Reception to Students.
Monday, September 20—Principal's Reception to Second Year Class.
Saturday, October 2—Faculty Recital, Music Department.
Saturday, October 9—Philomathean Society Anniversary.
Sunday, October 10—Pipe Organ Recital.
Monday, October 18—Slippery Rocket Play.

Monday, October 25—Second Year Tea.
Monday, November 1—Hallowe'en Party.
Saturday, November 13—Educational Conference.
Sunday, November 14—Pipe Organ Recital.
Monday, November 15—Second Year Party.
Monday, November 22—Student Recital, Music Department.
Thursday, November 27—Thanksgiving Play.
Monday, December 13—Bryant Play.
Sunday, December 19—Christmas Vespers.
Monday, January 10—Student Recital, Music Department.
Sunday, January 16—Pipe Organ Recital.
Monday, January 17—Junior Recital, Music Department.
Monday, January 24—First Year Party.
Saturday, February 5—Faculty Reception to Students.
Monday, February 14—Secondary Department Tea.
Monday, February 21—Washington's Birthday Party.
Saturday, February 26—Opera. Community Song Week.
Sunday, February 27—Pipe Organ Recital.
Monday, March 7—Faculty Play.
Monday, March 14—Secondary Department Party.
Monday, March 21—Philomathean Play.
Monday, April 11—Student Recital, Music Department.
Monday, April 18—Secondary Department Play.
Monday, April 25—Second Year Tea.
Saturday, May 7—Bryant Anniversary.
Sunday, May 8—Pipe Organ Recital.
Monday, May 16—First and Second Year Party.
Monday, May 23—Student Recital, Music Department.
Saturday, May 28—May Festival. Literary Society Contest.
Monday, May 30—Second Year Play.
Saturday, June 11—Athletic Banquet.
Friday, June 17—Secondary Department Commencement.
Saturday, June 18—Opera.
Sunday, June 19—Pipe Organ Recital. Baccalaureate Service.
Monday, June 20—First Year Play.
Tuesday, June 21—First Year Class Play. Alumni Evening.
Dinner and Reception.
Wednesday, June 22—Commencement.

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North Hall

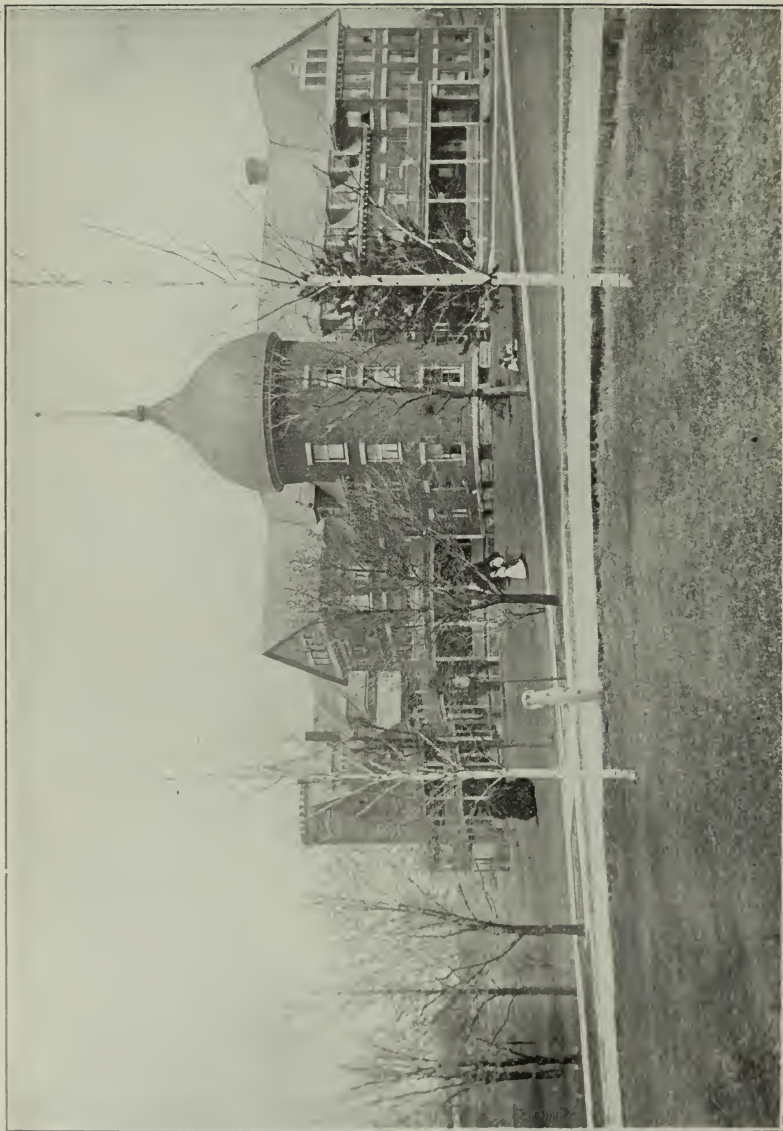
Chapel

South Hall

CAMPUS, LOOKING SOUTH

Gymnasium and Music Hall

NORTH HALL



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NORMAL SCHOOL FACULTY

With the exception of the Principal, Vice-Principal, and Dean of Women, arranged in order of appointment.

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Education

J. B. COOK, B.S., M.S., Vice-Principal
Reading, Public Speaking, and Agriculture

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English

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Mathematics

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History and Methods

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Physical Science and Ethics

REV. GEORGE L. HAMM, A.B., PH.D.
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Kindergarten

INIS McCLYMONDS, M.E. (Pratt Institute)
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Superintendent of Model School, Methods and Criticism

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Science and Manual Training

BEATRIX K. MARY, A.B., A.M.
Latin

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Physical Education

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Primary Supervisor and Methods

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Domestic Science

GERTRUDE MERSEREAU, B.MUS.
Piano

ALMA G. RICE
Rural School Problems

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Dean of the Music Department

ANNA L. FETHEROLF, M.E.
Commercial Department

N. KERR THOMPSON, A.B.
Coach, Mathematics, and Manual Training

LILLIAN E. JOHNSON
Primary Supervisor and Methods

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Public School Music and Expression

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Physical Education

EDNA G. CAMPBELL, B.S.
French and Spanish

ESTHER WOLFE
Assistant in Music

CARL BLOSE
Violin

LERAY BOWERS HARNISH, A.B.
School Visitor

RHUAMA VINCENT, M.E.
Librarian

KATHLEEN ELLIOTT, A.B.
Secretary to the Principal

MRS. ELLEN M. PATTERSON
Matron

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1920-1921

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English

R. M. STEELE, A.B., A.M.
Director of Training School

S. H. WILLIAMS, B.S., M.S.
Science



SOUTH HALL

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GYMNASIUM AND MUSIC HALL

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June 9, 10, 11, 1920

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Superintendent, Erie

R. C. SHAW
Superintendent, Westmoreland County

C. S. KNAPP
Superintendent, Warren County

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 Secretary-Treasurer.....Sara M. Conrad, Grove City, Pa.

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 Secretary.....Mary F. Rhea, Worthington, Pa.

SENIOR CLASS, 1920

Ackerman, Hilda	Jamestown
Adams, Esther	Sharpsville
Adams, Frances	Harrisville
Aey, Garnet	418 Cascade St., New Castle
Allen, Beulah	Volant
Alter, Evalyn	Parnassus
Bame, Mildred	Evans City
Bell, Leila	Imperial
Bell, Lois	New Wilmington
Black, Mildred	Bruin
Blythe, Erma	Wampum
Book, Clare	Slippery Rock
Book, June	Slippery Rock
Book, Mae	Slippery Rock
Brunton, Elizabeth	New Sheffield
Campbell, Frances	Slippery Rock
Campbell, Frederic	Slippery Rock
Chambers, Helen	Mahoningtown
Cook, Catherine	Slippery Rock
Cooper, Hazel	Slippery Rock
Cooper, Ida	Slippery Rock
Crawford, Ruth	Tarentum
Cross, Margaret	Hanlin Station
Denniston, Bruce	Slippery Rock
Denniston, Loyd	Slippery Rock
Dickson, Bernice	Slippery Rock
Dickson, Twila	Slippery Rock
Donaldson, Dorothy	123 Fanny St., McDonald
Douthett, Minnie	Jamestown
Elliott, Elizabeth	Branchton
Earnshaw, Mary Emma	Hillsville
Emmert, Margarete	2563 Waverly Ave., Swissvale
Espe, Alice	Pittsburgh, R. D. 7.
Elder, Fulton	Grove City
Ferrante, Jennie	Wampum
Fisher, Elza	West Sunbury
Fisher, Ruth	Saxonburg
Gibbons, Emma	1015 Loraine St., New Castle
Googe, Lillian	West Middlesex
Griffin, Ruth	Kennerdell
Greve, Gladys	Valier
Hamilton, Christina	Argentine
Hartzell, Eugene	Branchton
Hartzell, Josephine	Lowellville, Ohio
Hockenberry, Grace	721 Monroe St., New Castle
Hollibaugh, Mary	Fredonia
Hoon, Marie	Butler

Ivell, Mary

Harrisville

Job, Wylda
Johnson, MurielGreensburg
HarrisvilleKarnes, Margaret
Kaylor, RussellParkers Landing
Karns City

Logan, Martha

Logansport

Magee, Wendell
Maxwell, Gladys
Miller, Lulu
Mornewick, Raymond
Moss, Ethel
Myers, Eleanor
McAdams, Helen
McClelland, Ruth
McComb, Arthur
McKallip, Uldene
McMinn, CharlesSlippery Rock
Slippery Rock
Emlenton
Greenville
East McKeesport
Bellevue
20 Curtin St., Pittsburgh
640 W. 11th St., Erie
Volant
516 First St., Oakmont
Slippery RockNelson, Margaret
Norris, MargaretUtica
Bellevue

Phipps, Mary

Wesley

Ralston, Mary
Reed, Anna
Riley, Myrle
Rodgers, Laura Belle
Rubright, HelenSlippery Rock
Slippery Rock
715 Highland Place, New Castle
Slippery Rock
MurrysvilleSaviers, Mildred
Shaffer, Isabelle
Shelatree, Dewitt
Schink, Elsie
Smith, Mary
Stewart, Hazel
Stickel, Dora
Surrena, MaryNew Brighton
Shelocta
Slippery Rock
26 Earl St., Duquesne
Crafton, R. D. 8
211 Catherine St., Duquesne
Slippery Rock
ClintonvilleThompson, Marie
Troutman, CleoBuena Vista
Sharpsville

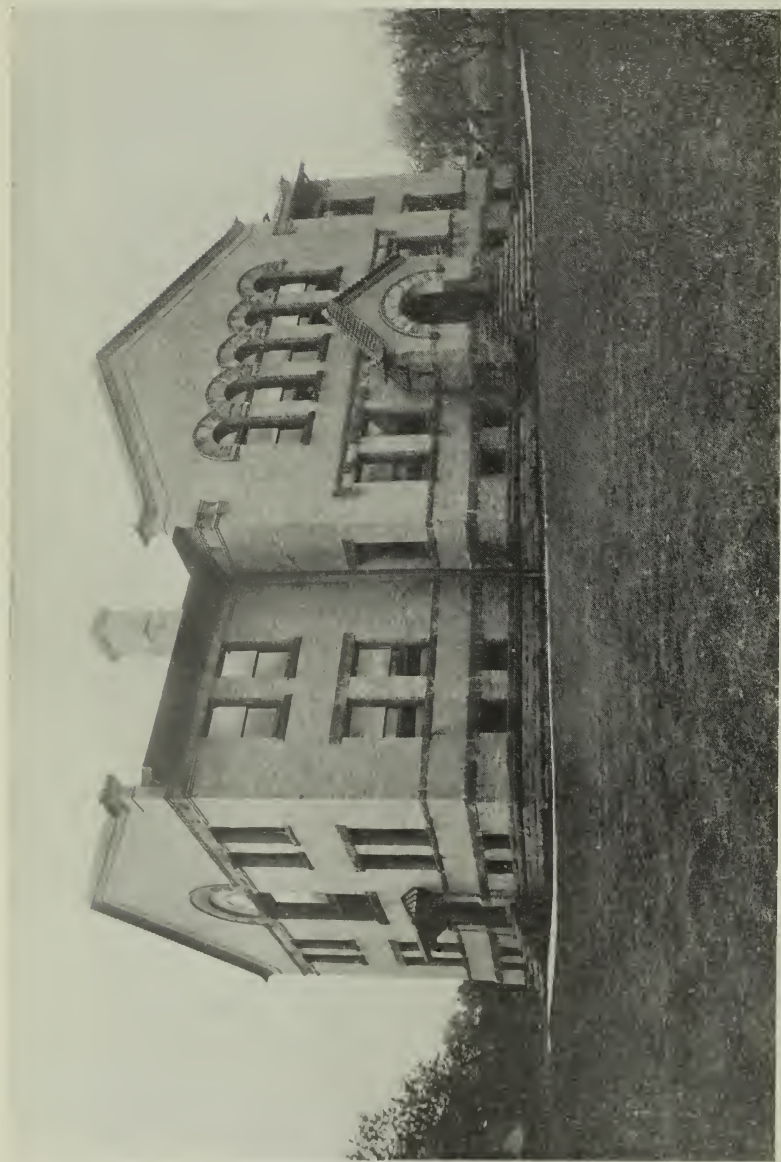
Umstead, Grace

1513 Tyndall St., Corliss Sta., Pittsburgh.

Vosler, Maida
Vosler, NannieVolant
VolantWeller, Nellie
Winner, WadePortersville
Perrysville



ADMINISTRATION BUILDING



MODEL SCHOOL

REPORT OF COMMITTEE ON REVISION OF NORMAL SCHOOL COURSE OF STUDY

ADOPTED MARCH 23, 1920

REQUIREMENTS FOR ADMISSION

1. Graduates of approved secondary schools who can present evidence of having completed fifteen units of high school work will be admitted as regular students to the state normal schools.

2. A unit shall consist of not less than thirty-six weeks of work requiring at least four periods per week of not less than forty minutes per period or its time equivalent. (Subjects not requiring out-of-class preparation or study shall require double time in estimating the units.)

3. Credentials of all students entering the state normal schools shall be received and evaluated by the normal schools and submitted to the State Department of Public Instruction for approval.

4. Adequate knowledge of the subject matter in the elementary subjects will be presupposed on the part of all students admitted to the normal schools.

5. Required units for admission:

English	3 units
Mathematics	1 unit
Science	1 unit
Social Studies	1 unit —After Sept., 1923, 2 units
Elective	9 units—After Sept., 1923, 8 units

Total15 units

6. The holders of permanent and professional certificates will be given one unit credit toward admission as regular students to the normal schools for each subject of high school grade written on the certificate.

7. Advanced credit will be given for equivalent courses in approved teacher training institutions, but no student may obtain a normal school certificate without a minimum residence of one year.

8. For the present the normal schools shall, when necessary, conduct a secondary department of first class high school grade for those students who do not have similar high school facilities available in their home communities.

CURRICULA OF THE PENNSYLVANIA STATE NORMAL SCHOOLS

STUDENTS MUST SELECT ONE OF FOUR CURRICULA

The four curricula that are offered to students have been organized upon the principle that teaching in the elementary schools can be classified into sufficiently definite types to require specialization. Each curriculum prepares for a specific type of teaching position.

The two years' work of the normal school is divided into four semesters. The work of the first semester is the same for all students. A large purpose of the work of the first semester is to acquaint students with the requirements for successful teaching in the different grades so that they may be able to decide intelligently in what grade or grades they prefer to teach. The course entitled "Introduction to Teaching," which includes observation and participation in the training school, is especially designed to aid students in a wise selection of a curriculum.

At the end of the first semester students are asked to select one of the four curricula for the purpose of specializing in a specific field of teaching. The work of each curriculum must be completed in its entirety. Students may be granted the privilege of changing from one curriculum to another only on condition that the pre-

scribed courses of any curriculum so selected must be completed before a certificate of graduation is granted.

THE FOUR CURRICULA

- Group I.* Kindergarten-Primary—for teachers of Kindergarten and grades 1, 2 and 3.
- Group II.* Intermediate grades—for teachers of grades 4, 5 and 6.
- Group III.* Grammar Grades and Junior High School—for teachers of grades 7, 8 and 9.
- Group IV.* Rural—for teachers of rural schools.

GROUP I
(Kindergarten and Grades 1, 2, 3)

GROUP II
(Grades 4, 5, 6)

GROUP III
(Grades 7, 8, 9)

GROUP IV
(Rural)

	Per. S.H.	Per. S.H.	Per. S.H.	Per. S.H.
1st Semester				
Introduction to Teaching..	4	3	4	3
English Fundamentals ..	3	3	3	3
English Composition ..	2	2	2	2
Nature Study	2	2	2	2
Art	4	4	4	4
Handwriting	2	2	2	2
Personal & School Hygiene	2	2	2	2
Health Education	3	1½	3	1½
Elective	3	3	3	3
	26	19½	26	19½
2nd Semester				
Psy. and Child Study.....	3	3	3	3
Kindergarten Theory	2	2	2	2
Oral Expression	2	2	2	2
English Composition	2	2	2	2
The Teaching of Arith.....	2	2	2	2
The Teaching of Geog.....	2	2	2	2
The Teaching of Hist.....	1	1	1	1
The Teaching of Arts	1	1	1	1
Industrial Arts	4	2	3	1½
Health Habits	1	1	1	1
Health Education	3	1½	3	1½
Elective	3	3	3	3
	24	20½	22	20½
3rd Semester				
Student Teaching	10	10	10	10
School Efficiency	3	3	3	3
The Teaching of Oral and Written Comp.....	3	3	3	3
Primary Reading	3	3	3	3
Health Education	3	1½	3	1½
Elective	3	3	3	3
	22	20½	22	20½
4th Semester				
Hist. and Prin. of Ed.....	4	4	4	4
Children's Literature and Story Telling	3	2	3	3
Citizenship	2	2	2	2
Industrial Arts	4	2	4	2
Music	3	4	3	2
Health Education	3	1½	3	1½
Elective	6	6	9	3
	26	19½	25	20½
Total	98	80	95	81
			Total	24 20½
				94 81

First column—Number of sixty minute periods per week. Second column—Number of semester hours of credit.



CHARTER MEMBERS



OUR NEW PIPE ORGAN



Y. W. C. A.



Y. M. C. A.

ELECTIVES

All electives are taught from the professional point of view and are of college grade of work.

All electives are to be chosen with special reference to the group in which the teacher is preparing to teach and with the approval of the principal of the school.

Each normal school is required to offer at least one elective in each of the six groups of electives. Additional electives of similar grade may be offered at the discretion of the principal of the school.

	SEMESTER	HOURS	CREDIT
<i>Education</i>	Educational Measurements	3	
	Educational Psychology	3	
	Kindergarten—Primary Methods	3	
	School Administration	3	
	Psychology of Adolescence	3	
	Physiological Psychology	3	
<i>English and Foreign Language</i>	English Literature	3	
	Latin	6	
	Modern Language	6	
<i>Mathematics</i>	Solid Geometry	3	
	Plane and Spherical Trigonometry.....	3	
	Plane Trigonometry and Surveying.....	3	
	Intermediate Algebra	3	
	Advanced Algebra	3	
<i>Science</i>	Agriculture	3	
	Biology	6	
	Botany	3	
	Zoology	3	
	Chemistry	6	
	Geography	3	
	Geology	3	
	Physics	6	
	The Teaching of General Science.....	3	
<i>Social Studies</i>	Economics	3	
	History	3	
	Sociology	3	
<i>Arts</i>	Cookery	2	
	Art	2	
	Music	2	
	Mechanical Drawing	2	
	Sewing	2	
	Woodwork	2	

Slippery Rock State Normal School will offer during the year 1920-1921 the following electives:

	SEMESTER HOURS
<i>Education</i>	Educational Measurements 3
	Educational Psychology 3
<i>English and Foreign Language</i>	English Literature 3
	Latin: Cicero's Orations 6
	Virgil's Aeneid 6
	Livy 3
	Horace 3
	French: First Year 6
	Second Year 6
	Third Year 6
	Spanish: First Year 6
	Second Year 6
<i>Mathematics</i>	Intermediate Algebra (Second Year)..... 3
	Solid Geometry 3
	Plane Trigonometry and Surveying..... 3
<i>Science</i>	Advanced Geography 3
	Geology 3
	Agriculture 3
	Household Chemistry 6
<i>Social Studies</i>	Sociology 3
	Economics 3
	Economic History of United States..... 3
<i>Arts</i>	Cookery 2
	Art 2
	Sewing 2

BRIEF DESCRIPTION OF THE COURSES OF STUDY

THE STATE COURSE OF STUDY

The state course of study is used as the basis for the courses in the teaching of the elementary school subjects.

CLASSIFICATION AND NUMBERING OF COURSES

All courses are classified in seven departments. All courses numbered below 10 are common to all groups. A decimal indicates that two or more courses of the same department occur in the same semester. A single digit or the last of two digits indicates the semester in which the course occurs. The first of two digits indicates the group in which the course occurs.

EDUCATION

EDUCATION 1—Introduction to Teaching.

All groups, 1st semester. 4 periods, 3hrs. credit.

The primary purpose of this course is to aid students in selecting a specific curriculum at the end of the first semester, and to imbue them with a strong professional spirit and high standards of professional ethics. It includes considerations of the different types of teaching service, the general aims of the public schools and, more specifically, the work to be accomplished by the primary, intermediate, junior high and rural schools respectively, a brief sketch of the characteristics of children in these different types of schools and the qualifications required of teachers to meet the needs of children at the different age levels in these different types of schools. The broad social aims of each type of school and its relation to the state are emphasized.

The instruction in this course is closely correlated with frequent visits of observation and participation in the training school.

EDUCATION 2—Psychology and Child Study.

All groups, 2nd semester. 3 periods, 3 hrs. credit.

This is an elementary course in psychology combining the important topics of both general and educational psychology, and forming the basis of the specific courses in educational theory and practice. The chief topics considered are: (a) instinctive tendencies; (b) habit-formation; (c) memory, association (including localization of functions), and economy of learning; (d) the effective life; (e) the thought processes; (f) the extent and causes of individual differences among children, and the use of intelligence tests in determining them; (g) the treatment of exceptional chil-

dren. About one-third of the course is given to the study of the characteristics of children at the different levels of growth.

One laboratory period each week is given to the observation of children. While this course is practically identical in all curricula, there is a differentiation in the observation of children and in the laboratory experiments, each group emphasizing the characteristics of children at the age level of its particular curriculum.

EDUCATION 12—Kindergarten Theory.

Group I, 2nd semester. 2 periods, 2hrs. credit.

This course deals primarily with kindergarten aims, purposes, technique, and equipment. Special attention is given to modern tendencies in kindergarten practice, and particularly to the relation of the kindergarten to the primary grades. Observation and participation in the training school is a prominent feature of the course.

EDUCATION 13—School Efficiency.

Group I, 3rd semester. 3 periods, 3 hrs. credit.

This course correlates closely with the student teaching deriving a large part of its meaning from the teaching experience of the student. The instruction is shaped by the aim and purposes of the kindergarten and grades one, two and three, and includes such topics as: class-room routine, the organization of the daily study and recitation program; hygienic standards for and care of class-rooms; the making and keeping of records; and is followed by the analysis and study of such class-room technique as: the significance of the play spirit in the primary grades; the management of primary grades; the use of seat work; the value of dramatic expression; types of class-room exercises applicable in the primary grades; and the project and problem method as applicable to children of this age; and the practical application of educational tests and scales.

EDUCATION 23—School Efficiency.

Group II, 3rd semester. 3 periods, 3 hrs. credit.

This course correlates closely with the student teaching, deriving a large part of its meaning from the teaching experience of the student. The instruction is colored and shaped by the purposes and nature of the work in the intermediate grades and includes class-room routine, the daily study and recitation program, hygienic standards for and care of class-rooms, the making and keeping of records, and is followed by the analysis and study of such class-room technique as: methods of lesson assignment; types of class-room exercises; efficient methods of study; types of questioning; the value and uses of intelligence and educational tests; and the project and problem method as applicable to the fourth, fifth and sixth grades. The problem of discipline in these grades receives attention.

EDUCATION 33—School Efficiency.

Group III, 3rd semester. 3 periods, 3 hrs. credit.

This course deals with the principles of instruction common to the teaching of all subjects in the seventh, eighth and ninth grades and is closely correlated with student teaching. Consideration will be given to such topics as types of lessons, the recitation, the assignment, the question, the project and problem method, the socialized recitation, lesson plans, supervised and independent study, the use of educational tests and scales, problems in discipline, economy in class-room management. A considerable part of the time of this course is devoted to a discussion of educational guidance problems. The course analyzes the processes and problems of the important types of human occupations, the aptitudes and training required for each, the financial rewards, the hazards, the opportunities and avenues for advancement in each field. As far as possible typical occupations are studied at first hand including occupations of agriculture, manufacture, transportation, exchange, public service, professional service, domestic and personal service, and clerical occupations. The pertinent printed matter in books, pamphlets and magazines is examined and organized.

EDUCATION 43—Primary Methods.

Group IV, 3rd semester. 3 periods, 3 hrs. credit.

This is a composite course including the best modern primary methods in number, geography, history, and handwork. It is devoted to a consideration of environmental materials in geography and the development of correct geographical concepts; to the aims and purposes of history in the primary grades and the materials available for these grades, with emphasis on the selection of materials for patriotic and other special days; to the best methods of inculcating in children simple health habits; and to the best available means of seat work through paper cutting, weaving, clay modeling, etc.

EDUCATION 4—History and Principles of Education.

All groups, 4th semester. 4 periods, 4 hrs. credit.

This is an integrating course and aims to bring together and interpret the details of educational theory and practice represented by the preliminary courses, and to leave with the student a unified body of educational doctrine. The course begins with a brief review of the origin and development of present day practices and tendencies in public school education, the large emphasis being placed on these movements that have originated, or at least have come into prominence, since the time of Rousseau. The discussion of such topics as: the aims and purposes of education; the development of various conceptions of educational values; and the history and present status of such educational movements as: vocational education; the treatment of backward children; scientific measurements; the junior high school;

the doctrine of interest; formal discipline; the transfer of learning; project and problem teaching; and the socialized recitation.

EDUCATION 44—Rural School Problems.

Group IV, 4th semester. 3 periods, 3 hrs. credit.

The aim of this course is similar to that of the course in School Efficiency in Groups I, II and III, and includes in addition the defects of the one-room rural school treated constructively, not destructively; the advantages of consolidation; the organization of the rural school; the daily study and recitation program reducing the number of classes by combining grades, alternating grades, correlation, etc.; vitalizing the course of study; club work; community center work; heating and ventilation; play and recreation; and beautifying the school grounds. The discipline of the rural school is discussed.

EDUCATION 3—Student Teaching.

All groups, 3rd semester. 10 periods, 10 hrs. credit.

The Training School. The training school is the pivotal point of all the work of the normal school. It functions as a laboratory for every department of the school and articulates with peculiar intimacy with the Department of Education.

Observation and Participation. Although student teaching is confined to the senior year, junior students are given frequent opportunities for participation in the work of the training school and observation of expert teaching in the training school is a feature of all the courses in education and of many other courses throughout the curricula. One critic teacher is assigned to each two class rooms, and demonstration lessons are taught from time to time in exemplification of the various phases of good educational practice.

Distribution of Time. A minimum of two consecutive sixty-minute periods per day for one semester is given to student teaching. Where two student teachers are assigned to the same class in the training school the assignments are so adjusted that each student teacher has a definite problem. The distribution of teaching time is designed to give progressively to the student an increasing class responsibility.

Lesson Plans. Plan forms are used, upon which all lessons taught by student teachers are planned. Critic teachers hold daily conferences with the student teachers under their charge and approve all lesson plans of student teachers before the lessons are taught.

Student Teachers. Every student teacher confines his teaching to the grades of the group which he has elected. Student teachers electing group I and group II have practice experience in all the subjects of the curriculum and, if possible, in all the grades of the group. Student teachers electing

group III confine their practice teaching largely to the subjects in which the student has elected to specialize and, if possible, have practice teaching in all the grades of the group. Student teachers electing group IV confine their practice teaching largely to the rural one-room ungraded school and have opportunity for contact with the community problems. All assignments for student teachers contemplate the completion of a unit problem.

Training Classes. Training classes aim to have not less than twenty nor more than thirty pupils; that is, enough pupils to set up a normal social situation and yet not so many as to unduly tax the limited skill of the teacher.

The Pupils. The pupils in the training school by reason of the careful planning of each lesson and the close supervision of expert teachers, as well as through the use of abundant and elaborate equipment of the normal school, are most favorably situated to secure the best possible education.

ENGLISH AND FOREIGN LANGUAGE

ENGLISH

ENGLISH 1—English Fundamentals.

All groups, 1st semester. 3 periods, 3 hrs. credit.

The purpose of this course is to acquaint the student with the source of material in English and the forms of correct expression.

A definite standard of written and spoken English must be acquired and maintained by all students. Further work in English without extra credit will be required of all who fail to reach and maintain this standard.

A few periods of instruction are given in the method of classifying and cataloguing books and in the use of reference books, readers' guides, etc.

About a third of the time of the course is devoted to a thorough review in the basic principles of English grammar and special attention is paid to the structure of sentences and the syntax of their various parts. The course includes a brief history of the language and the principles underlying its development.

About a sixth of the time of the course is devoted to a study of words including pronunciation, diacritical marking based on a generally recognized system of phonetics and attention is paid to basic principles in etymology.

ENGLISH 1.1, 2.1—English Composition.

All groups, 1st and 2nd semesters.

2 periods, 2 hrs. credit each semester.

This course includes a thorough study of the forms of English prose composition together with much practice in writing. The four types of English prose; narration, description, exposition, and argumentation are carefully studied and analyzed with reference to form, content and techni-

que. Special attention is given to the essay and the short story as media of prose expression and students are required to write frequent themes illustrative of the various prose forms discussed. These are made the subject of class criticism and discussion. The teacher in charge of the class meets the students from time to time for personal consultation.

ENGLISH 2—Oral Expression.

All groups, 2nd semester. 2 periods, 2 hrs. credit.

This course is designed primarily to insure (1) a good teaching voice and (2) effective address with facility and ease in oral expression.

ENGLISH 13—The Teaching of Primary Reading.

Group I, 3rd semester. 3 periods, 3 hrs. credit.

The primary aim of this course is to enable the student to acquire skill in the teaching of reading to beginners, including the development of skill in the use of phonics. The course includes a comparison of the principal methods of teaching reading and the historical development of various methods of teaching reading are traced. Consideration is given to the psychological processes involved in reading. The student acquires familiarity with the means of measuring efficiency in reading. This course is accompanied with observations of primary reading classes as well as the actual teaching of reading.

ENGLISH 23—The Teaching of Oral and Written Composition.

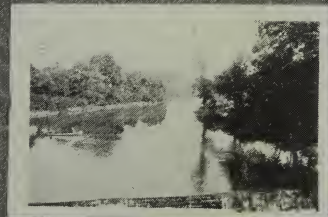
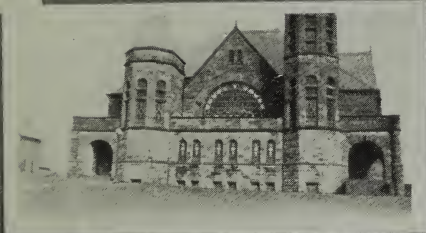
Group II, 3rd semester. 2 periods, 2hrs. credit.

The aim of this course is to ascertain how to secure free self expression from the pupil in oral and written composition. Special stress is placed upon oral composition as speech functions more largely than written composition in life. The prospective teacher is made to realize the necessity of assisting the pupil to form clear percepts and images as a basis for clear expression. The acquisition of a vocabulary by the pupil and his manner of applying it in the expression of his thought is carefully studied. Easy and natural transition from oral to written composition is the end sought in the teaching of composition. The use of standard measurements and tests in oral and written composition is taught in connection with this course.

ENGLISH 43—The Teaching of Oral and Silent Reading.

Group IV, 3rd semester. 3 periods, 3 hrs. credit.

The aim of this course is to enable the student to acquire skill in the teaching of reading to beginners and the handling of the technique of silent reading with older pupils. Attention is given to the development of skill in the use of phonics. Consideration is given to the psychological processes involved in reading. The student acquires familiarity with the means of measuring efficiency in oral and silent reading. The course includes a





comparison of the principal methods of teaching reading and is accompanied with observations of oral and silent reading classes as well as the actual teaching of such classes.

ENGLISH 14—Children's Literature and Story Telling.

Group I, 4th semester. 3 periods, 2 hrs. credit.

This course involves the collection and study of literature in verse and prose suited to children of this age. The selections are studied for the purpose of finding the elements contained therein that are likely to appeal strongly to children. The study of folk tales and fairy stories is included in this course.

The course in story telling covers the principles involved in telling stories to children. It involves also the application of the principles of child psychology and voice training to the telling of stories.

ENGLISH 24—Juvenile Literature and Silent Reading.

Group II, 4th semester. 3 periods, 2 hrs. credit.

This course is planned to give a foundation for teaching literature and silent reading to pupils of the intermediate grades.

It aims to give an adequate knowledge of those literary types that are most suitable for children of this age.

Magazines and current literature are studied and selections made from these sources as well as from standard authors.

A study is made of the difficulties that children meet in their effort to comprehend thought from the printed page. Students are made familiar with the scientific measurements of silent reading.

ENGLISH 34—Juvenile Literature and Silent Reading.

Group III, 4th semester. 3 periods, 2 hrs. credit.

This course aims to make an intensive study of the literature suitable for pupils of the grammar grades and junior high school.

Emphasis is placed upon the ethical situation developed in the reading of pupils of this age. The course also aims to give students control over the technique of teaching silent reading. Students become familiar with the standard measurements of silent reading.

MATHEMATICS

MATHEMATICS 12—The Teaching of Number.

Group I, 2nd semester. 2 periods, 2 credits.

This course covers intensively the work in arithmetic of the first three grades. Parallel with this, is a careful consideration of the approved methods of developing number concepts, of providing measurements and other forms of application, of correlating the number work with the work of other subjects, of conducting drill on number "facts," etc. The methods

are illustrated by the observation of actual work with children, by demonstration lessons, and by the study and use of simple apparatus and materials, visual aids, etc. A sketch of the historical development of methods of teaching primary arithmetic is a feature of the course.

MATHEMATICS 22—The Teaching of Arithmetic.

Group II, 2nd semester. 3 periods, 3 hrs. credit.

This course aims to develop a systematic presentation of the facts and principles of arithmetic with special emphasis upon the topics that are most significant in the work of the intermediate grades. The treatment illustrates at every step the most effective methods of teaching arithmetic. Attention is given to the results of the recent experiments in the psychological processes involved in the teaching of arithmetic and to the measurement of efficiency in this subject by the standard tests and scales. Observation of the teaching of arithmetic in the intermediate grades is an essential part of the course.

MATHEMATICS 32—The Teaching of Mathematics.

Group III, 2nd semester. 3 periods, 3 hrs. credit.

This course includes important topics in the teaching of arithmetic in the seventh and eighth grades and in the junior high school. Emphasis is placed upon the commercial and industrial applications of arithmetic, with much practice in the making and solution of problems. Attention is given to the teaching of a course in composite mathematics in the junior high school. The use of standard measurements is given consideration. Observation of the teaching of mathematics in these grades is a requirement of the course.

MATHEMATICS 42—The Teaching of Arithmetic.

Group IV, 2nd semester. 3 periods, 3 hrs. credit.

This course aims to present a systematic study of the topics in arithmetic that are found in the course of study of the rural school. A special effort is made to have students understand how to use the resources of the country in supplying opportunities for the application of arithmetic. Attention is given to the psychology of arithmetic and to the standard measurements in this subject. Observation is an essential part of the course.

SCIENCE

SCIENCE 1—Nature Study.

All groups, 1st semester. 3 periods, 2 hrs. credit.

The word nature study is used in a broad sense to cover all phases of elementary science adapted to all groups. This course aims to give the student a definite body of knowledge of common forms of environmental materials and to supply the principles that will guide him in selecting and

using environmental materials wherever he may be located. The course includes as wide a range of observation as possible of materials which the prospective teacher may be called upon to use in his work. Field trips are supplemented by laboratory study. For teachers of the upper grades a differentiation is made in favor of materials that supply the basis for further scientific study especially in the field of biology.

SCIENCE 12—The Teaching of Geography.

Group I, 2nd semester. 1 period, 1 hr. credit.

The emphasis in this course is upon the use of environmental materials for the purpose of developing in the minds of the children correct geographical concepts as to direction, location and geographical forms. Students have practice in choosing materials for study, as well as demonstrations of the materials and methods employed by others. An attempt is made to furnish instruction that will enable the student later to adapt his knowledge to the environment in which he is teaching. A part of the time is devoted to laboratory and field work.

SCIENCE 22, 32, 42. The Teaching of Geography.

Groups II, III and IV, 2nd semester. 3 periods, 3 credits.

This is a general course in geography given from the standpoint of man's reaction to his environment and aims to co-ordinate fundamental principles of geography. The course is developed from the viewpoint of causal relations rather than the mere enumeration of facts and principles. As far as time permits some study is made of regional geography as a type of further application. Students get training in the organization and the presentation of geographic data through the use of the project and problem method; in the preparation and the use of maps, graphs, diagrams, and other illustrative material; and in the problems and methods involved in teaching field geography. Students are made familiar with the use of standard educational measurements in geography. The observation of classes in the teaching of geography is a necessary part of the course. Such differentiation in the application of the above principles and methods is made for the different groups as the course of study in geography requires.

SCIENCE 44—Agriculture.

Group IV, 4th semester. 3 periods, 3 credits.

A large purpose of this course is to give to the teachers of rural schools an insight into and a sympathy with the basic industry of the rural population and to appreciate the larger aspects of this industry as related to our national welfare. The rural teacher is instructed how to relate a knowledge of agriculture to the experiences of rural children with a view to motivating the teaching of the common branches. Opportunity is offered for participation in agricultural projects so that teachers can initiate and supervise projects with their pupils. Through this course teachers come

in touch with the leaders of agricultural improvement and learn of the available sources of information on agricultural subjects.

SOCIAL STUDIES

SOCIAL STUDIES 12—The Teaching of History.

Group I, 2nd semester. 1 period, 1 hr. credit.

This course begins with the consideration of the aims and purposes of history in the primary grades. The course is devoted mainly to a study and practice in oral presentation and dramatization; and a consideration of the organization of material for special days, festivals, and patriotic exercises. Particular advantage is taken of the results of the work of Dewey in expressing historical movements through industrial arts.

This course gives attention to work in civics with a view to having students teach children the fundamental civic virtues and afford a basis of social experience for the interpretation of new social situations as they arise. Emphasis is given to the teaching of significant civic virtues through stories, poems, songs, dramatization and various pupil activities.

SOCIAL STUDIES 22—The Teaching of History.

Group II, 2nd semester. 3 periods, 3 hrs. credit.

This course includes a study of such history as will equip students to teach the history of the intermediate grades as recommended by the state course of study. Observation of teaching in these grades is a feature of the course.

Attention is given to teaching civics in the intermediate grades. The course for the fourth and fifth grades centers around the idea of community co-operation emphasizing those who furnish us food, clothing, shelter, medical aid, light, transportation, protection, etc. The work for the sixth grade centers around the idea of industrial co-operation with emphasis upon vocational opportunities, study of community service through occupation, and the qualifications required for each occupation.

SOCIAL STUDIES 32—The Teaching of History.

Group III, 2nd semester. 3 periods, 3 hrs. credit.

A course primarily for those specializing in social studies. An intensive course in the teaching of American history with emphasis on the European background. The difference between secondary and primary source material is shown and the student gets acquainted with available source materials as well as acquires a knowledge of the principal text and reference books. The value and danger of historical parallels is shown as well as the importance of relating the study of history to current events. Students are taught to test historical data and to interpret historical facts.

The teaching of community civics follows Bulletin No. 23, 1915, of the United States Bureau of Education. The larger responsibilities of citizen-

ship and of patriotism as revealed by the World War are presented and the student gets acquainted with the many books in these fields available for children as well as the proper reference material for the teacher.

SOCIAL STUDIES 42—The Teaching of History.

Group IV, 2nd semester. 3 periods, 3 hrs. credit.

This is a composite course in the teaching of history and civics using as a basis the report of the Committee of Eight of the American Historical Association and bulletin No. 23, 1915, of the United States Bureau of Education entitled "The Teaching of Community Civics." Special emphasis is laid upon the opportunities for citizenship in rural communities and upon the ultimate dependence which all civilization has upon the products of the soil. This course aims to develop resourcefulness in the student in the use of available text and reference books.

SOCIAL STUDIES 4—Citizenship.

All groups, 4th semester. 2 periods, 2 hrs. credit.

This course aims to clearly define the meaning of democracy and to discuss the fundamental problems in a democratic social system; to point out the community relationships as expressed in family, church, school, industry and state to the development of democracy; to emphasize the responsibilities of the individual citizen in his vocation, in his political activities, in his use of leisure, and in the many aspects of social intercourse to the life of democracy; and to all the phases of democracy to make clear the responsibilities of teachers and of public education.

SOCIAL STUDIES 44—Rural Sociology.

Group IV, 4th semester. 2 periods, 2 hrs. credit.

The primary aim of this course is the inculcation in the minds of the students of a love for and just appreciation of the importance of a healthy country life, and includes consideration of such topics as: defects of present day country life, treated constructively; the lack of rural pride and rural co-operation; land tenantry; migration from the country to the city and its causes; co-operative buying and selling; the need for scientific agriculture; the country home; the country church; good roads; and the country school as an agent in intellectualizing, socializing and spiritualizing country life.

ARTS

ARTS I—Art.

All groups, 1st semester. 4 periods, 2 hrs. credit.

The aim of this course is to enable students to teach the public school course of study in drawing including the representation of common objects, the elementary principles of design, lettering, composition, and color harmony in their application to dress, home, school, and community interests;

to give students facility and confidence in their ability to draw and illustrate on the blackboard a wide range of school subjects; to develop appreciation of art and ability to teach pupils the appreciation of art including the study of pictures. Such differentiation is made in this course for the different groups as the course of study requires including the teaching of the elements of mechanical drawing for the upper grades.

ARTS 11—Handwriting.

All groups, 1st semester. 2 periods, 1 hr. credit.

At the beginning of this course the handwriting of students is measured by one of the handwriting scales and if they fall below the standard set for teachers they are put in special classes for practice. The time of this course is devoted largely to methods of teaching writing, and to developing skill in blackboard writing. Students are instructed in the results of the recent investigations in the psychology of writing. Through measuring their own handwriting and the handwriting of children, students become acquainted with the use of handwriting scales.

ARTS 12—Industrial Arts.

Group I, 2nd semester. 4 periods, 2 hrs. credit.

This course aims to instruct students in the use of various materials that will enable them to work out simple problems as they arise out of the daily necessities of food, clothing and shelter. Students learn to appreciate the problems that are within the interests of children and how such problems may be graded according to the child's control of technique. The course includes clay modeling, paper and cardboard construction and simple problems in wood and textiles. Students observe demonstrations of this work in the training school and participate in such work.

ARTS 23—Sewing.

Group II, 3rd semester. 2 periods, 1 hr. credit.

The aim of this course is to enable students to teach simple stitches to pupils of the fourth, fifth and sixth grades and to handle projects in the making of various articles for personal and household use.

ARTS 14—Industrial Arts.

Group I, 4th semester. 4 periods, 2 hrs. credit.

This course gives continued attention to the use of handwork as an illustrative factor in the teaching of nature study, geography, history, literature, arithmetic, and the industrial activities of life. Emphasis is given to technique and the organization of such forms of handwork as may be used successfully in the regular class room. The course includes work in paper and cardboard, bookmaking, basketry, textiles, pottery, and wood. Students observe demonstration of this work in the training school and participate in such work.

ARTS 4—Music.

All groups, 4th semester. 4 periods, 2 hrs. credit.

This course presupposes a knowledge of the elements of music. The purpose of this course is to fit students to teach music in the public schools. The salient features of this course are: a treatment of the child voice, a study of the tonal and rhythmic problems of each grade, ear training, melody writing, sight reading, and part singing, a study of the song material adapted to each grade, the use of the phonograph to develop musical appreciation, and the development of musical programs. Students are taught how to apply the standard musical tests to discover musical talent. Observation and practice teaching are a requirement of the course.

ARTS 24—Prevocational Education.

Group II, 4th semester. 3 periods, 3 hrs. credit.

The aim of this course is to enable students to develop for the pupils of the fourth, fifth and sixth grades an elementary knowledge of the industries concerned with the fundamental needs of clothing, food and shelter. The construction of a house is the objective of the course. It includes the making of paper furniture, the stenciling of patterns and the weaving of fabrics on small hand looms, simple carpentry work necessary for the erection of a one-story house and its partition into rooms, problems of distribution of size and space, convenience of access, and discussion of the question of lighting, heating, and ventilation, and the industries of carpentry, plastering, plumbing, brick laying, stone masonry, etc. Students are taught to motivate the handwork of this course through their ability to discuss industrial processes, through excursions with their pupils to industrial plants or observation of workmen engaged in industry, together with the description and examination of materials.

HEALTH EDUCATION

HEALTH 1.1—Personal and School Hygiene.

All groups, 1st semester. 2 periods, 2 hrs. credit.

Personal Hygiene—The aim of this course is to secure in the students settled habits in the care of the body which will lead to stronger, healthier and more efficient lives. The course aims to have students understand the hygiene of posture, nutrition, clothing, exercise, fatigue, rest and sleep; the causes of ill health and disease together with their control and prevention. Only those facts of physiology and anatomy which have special significance for hygiene are considered. The instructor will hold personal conferences with students as a part of the course.

School Hygiene—The aim of this course is to equip the student with the knowledge of school and child hygiene necessary for a teacher. The following topics are included: normal growth and its standards; the ill effects of malnutrition, bad air, lack of exercise, excessive exercise, lack of proper rest,

defective vision, defective hearing, adenoids, diseased tonsils; remedies for various defects and the best methods of treating them from the school standpoint; hygiene of program making; school sanitation including school furniture, ventilation, heating, lighting, water supply, toilets, etc.; regulations of state and local boards of health; the problem of nutrition as applied to school children with laboratory exercises in food values and food preparation. Observation of good hygienic school conditions and of good hygiene teaching is an important feature of this course.

HEALTH 12—Health Habits.

Group I, 2nd semester. 1 period, 1 hr. credit.

This course deals with the best methods of inculcating in the child proper habits of health, and includes methods of teaching cleanliness, value of bathing, care of the teeth, proper diet, tooth brush drills, proper clothing, protection of the eyes, importance of fresh air and sunlight, protection against contagious diseases, causes of fatigue, and the value of rest and recreation.

HEALTH 1.2—Health Education.

All groups, 1st and 2nd semesters.

3 periods, 1½ hrs. credit each semester.

Two hours each semester—Physical Education—floor work; apparatus; marching; rhythmic work, including clubs, wands, and folk dancing; games; athletics, including track and field events, tennis, hockey, hiking, skating, etc. Corrective work, including proper exercises for students unable to take regular gymnasium work.

One hour each semester—a graded course in health education including physical exercises and games arranged to meet the needs of children at various stages of development through the grades. Discussion of the different theories of play, and the management and equipment of playgrounds. First aid in emergencies is included.

HEALTH 3, 4.—Health Education.

All groups, 3rd and 4th semesters.

3 periods, 1½ hrs. credit each semester.

Two hours each semester—Physical Education—floor work; apparatus; marching; rhythmic work, including clubs, wands, and folk dancing; games; athletics, including track and field events, tennis, hockey, hiking, skating, etc. Corrective work, including proper exercises for students unable to take regular gymnasium work.

One hour each semester—the graded course in health education for children continued. Demonstration lessons and student teaching. Athletic activities for use on playground. Physical examination of school children.

Social Hygiene—a part of the time of this course is devoted to a discussion of problems of heredity, environment, sex hygiene and eugenics.

JUNIOR CLASS





SOPHOMORE CLASS

CERTIFICATES AND DIPLOMAS

A student who is graduated in the regular course will receive a certificate which will confer upon him the right to teach in the public schools of the state two years without examination.

A graduate in the regular course who has continued his studies for two years, and has practiced his profession during two full annual terms in the common schools of the state, will receive, upon presenting to the faculty and state board of examiners a certificate of good moral character and skill in the art of teaching from the board or boards of directors by whom he was employed, countersigned by the proper superintendent of schools, a second diploma or certificate, which authorizes him to teach in the public schools of the state without examination.

BULLETIN OF HEALTH EDUCATION IN SLIPPERY ROCK STATE NORMAL SCHOOL

Slippery Rock State Normal School has been designated by the Department of Public Instruction at Harrisburg as the normal school of Western Pennsylvania to offer a three year course in Health Education to begin September 6, 1920. Completion of this course prepares the student to teach and supervise Health Education in public schools, high schools, athletic associations, Y. M. C. A., and Y. W. C. A. A license to teach Health Education in the public schools of Pennsylvania will be granted upon completion of the course.

Open to high school graduates and will prepare the students for teaching Health Education in public schools, high schools, athletic associations, Y. M. C. A., and Y. W. C. A.

Any student who in the opinion of the faculty is not adapted to this special course and would not make a success of his work will be so advised as soon as possible.

During the course there will be opportunity for camp life and activities, together with training in organizing clubs.

Note—Physics and Chemistry required as electives unless credit is submitted for entrance.

FIRST YEAR

<i>First Semester</i>			<i>Second Semester</i>		
	PER.	S.H.		PER.	S.H.
Educational Gymnastics	8	4	English Composition	2	2
English Composition	2	2	Educational Gymnastics	8	4
Piano	4	2	Psychology and Child Study..	3	3
Anatomy	3	3	Oral Expression	2	2
Physiology	4	4	Piano	4	2
Swedish Gymnastics	2	2	Anatomy	1	2
Elective	3	3	Hygiene	2	2
	—	—	Elective	3	3
	25	20		—	—
				26	20

SECOND YEAR

First Semester

	PER.	S.H.
Educational Gymnastics	8	4
Voice	4	2
History of Health Educ.	1	1
First Aid	1	1
Playground Handwork	4	2
Kinesiology	2	2
Physiology of Exercise	2	2
Anthropometry	1	1
Games	1	1
Elective	3	3
	<hr/> 27	<hr/> 19

Second Semester

	PER.	S.H.
Educational Gymnastics	8	4
Physiological Psych.	3	3
Massage and Corrective Gymnastics	2	2
Theory of Play	2	2
Equipment Construction Organization and Pageantry		
Pediatrics	1	1
Elective	3	3
Practice with observation and participation	6	5
	<hr/> 25	<hr/> 20

THIRD YEAR

First Semester

	PER.	S.H.
Educational Gymnastics	8	4
History and Principles of Education	4	4
Massage and Corrective Gymnastics	2	2
Histology	2	2
Elective	3	3
Practice	5	5
	<hr/> 24	<hr/> 20

Second Semester

	PER.	S.H.
Educational Gymnastics	8	4
Sociology	3	3
General Health Topics	3	3
Bacteriology	3	3
Elective	3	3
Practice	5	5
	<hr/> 25	<hr/> 21

BRIEF DESCRIPTION OF THE COURSES

HEALTH EDUCATION

HEALTH EDUCATION 1 AND 2—Educational Gymnastics.

1st and 2nd semester, 8 periods, 4 hours credit each semester.

1. Free floor work and marching.
2. Rhythmic exercises with wands, clubs, dumb bells, etc.
3. Folk and national dances suitable for use from kindergarten to adult classes.
4. Aesthetic and interpretive dancing with a study of technic that will enable the student to do original work in composition and interpretation.
5. Athletic dancing.

6. Instruction in practice and teaching of games of low and high organization for use in gymnasium, school room, and playground. Includes football, baseball, basketball, hockey, and tennis.

7. Apparatus work.

8. Track and field athletics.

9. Swimming required during one semester, also at camp.

HEALTH EDUCATION 3 AND 4—Educational Gymnastics.

3rd and 4th semesters, 8 periods, 4 hours credit each semester.

This is a continuation of work done in Health Education 1 and 2, of a more complex and difficult nature.

1. Practice in coaching athletics and games.

2. Practice in conducting track and field meets, tennis tournaments, gymnastic exhibitions, boxing, wrestling, and swimming contests.

HEALTH EDUCATION 5 AND 6—Educational Gymnastics.

5th and 6th semesters, 8 periods, 4 hours credit each semester.

Continuation of work of Health Education 3 and 4, becoming more complex and difficult—playground supervision, assisting coaches, practice teaching.

HEALTH EDUCATION 7—Swedish Gymnastics

1st semester, 2 periods, 2 hours credit.

This course provides the student with the technical knowledge necessary to plan and present lessons in gymnastics suitable to pupils of all ages.

HEALTH EDUCATION 8—History of Health Education.

3rd semester, 1 period, 1 hour credit.

Study of the history and development of gymnastics of Greeks and Romans, its fall and rise again during the age of chivalry and down to modern times. Proving that normal physical activity is a necessity in a well developed individual. Study of history of prevention of disease from Moses to present. Consideration of progress made in dress, diet, proper amount of fresh air, sleep, and other problems in connection with sane living and health education.

HEALTH EDUCATION 9—First Aid.

3rd semester, 1 period, 1 hour credit.

Instruction in first aid to the injured including lectures and demonstrations on loss of consciousness due to epilepsy, sunstroke, hemorrhage, fainting, etc., and the temporary treatment of sprains, fractures, dislocations, burns and poisons; bandaging of different parts of the body, and prevention of accidents in gymnasium, athletic field, and swimming pool.

HEALTH EDUCATION 10—Games.

3rd semester, 1 period, 1 hour credit.

Games and plays for school room, gymnasium, and playground; also more highly organized games of basketball, hockey, tennis, football, and baseball.

HEALTH EDUCATION 11—Massage and Corrective Gymnastics.

4th and 5th semesters, 2 periods, 2 hours credit each semester.

Theory and practice of massage in treatment of disease to be administered under direction of physician. Theory and practice of different exercises best adapted to cure of muscular weakness and physical abnormalities especially those of childhood and youth.

HEALTH EDUCATION 12—Pediatrics.

4th semester, 1 period, 1 hour credit.

General study of diseases of children with observation, diagnosis and treatment in the Training School.

HEALTH EDUCATION 13—General Health Topics.

6th semester, 3 periods, 3 hours credit.

The teaching of gymnastics, treating of different systems and methods of health education in colleges, public schools, Y. W. C. A., social centers, etc. State legislation on health education. Use and care of apparatus and equipment, nomenclature, and other problems.

STUDENT TEACHING

STUDENT TEACHING 1—Practice with Observation and Participation.

4th semester, 6 periods, 5 hours credit.

Observation with participation of health education in Training School, Junior High School, Secondary Department, and Normal School.

STUDENT TEACHING 2—Practice.

5th semester, 5 periods, 5 hours credit.

Teaching of health education in Training School, Junior High School, Secondary Department, and Normal School.

STUDENT TEACHING 3—Practice.

6th semester, 5 periods, 5 hours credit.

Criticism and teaching of health education in Training School, Junior High School, Secondary Department, and Normal School.

EDUCATION

EDUCATION 2—Psychology and Child Study.

2nd semester, 3 periods, 3 hours credit.

Refer to regular course.

EDUCATION ELECTIVE 1—Physiological Psychology.

4th semester, 3 periods, 3 hours credit.

Refer to regular course. Elective.

EDUCATION SPECIAL 1—Theory of Play.

4th semester, 2 periods, 2 hours credit.

The theories of play given in a series of lectures, discussing the philosophy of play, aims, and purposes of the playground, organization, equipment, instruction, administration, and management. Playground as a social center. Organization of pageants. Costuming, staging, directing, etc.

EDUCATION 4—History and Principles of Education.

5th semester, 4 periods, 4 hours credit.

Refer to regular course.

ENGLISH

ENGLISH 1.1, 2.1—English Composition.

1st and 2nd semesters, 2 periods, 2 hours credit each semester.

Refer to regular course.

ENGLISH 2—Oral Expression.

2nd semester, 2 periods, 2 hours credit.

Refer to regular course. Includes public speaking and debate.

SCIENCE

SCIENCE SPECIAL 1—Anatomy.

1st semester, 5 periods, 5 hours credit.

Exact and detailed study of the structure of the body, bones, muscles, joints, etc. Special emphasis is laid upon study of muscles as a basis for work in the gymnasium. Also careful study of brain and nerves to give basis for study of psychology.

SCIENCE SPECIAL 2—Hygiene and Preventive Medicine.

1st semester, 2 periods, 2 hours credit.

Hygiene, Personal—The proper care of the person in relation to himself, society, and in his relations to others as a teacher.

Hygiene, School—Health of school child, guarding against disease, care of building, ventilating, heating, seating, and postures of children.

Hygiene, Civic—Study of methods for promotion of community health.

Hygiene, Sex—Careful study of structure of reproductive organs in order to insure an understanding of their use and care, and so produce better manhood and womanhood.

Prevention of Disease—Study of causes, signs, diagnosis, and methods of prevention of communicable diseases. Also prevention of venereal diseases, tuberculosis, etc.

SCIENCE SPECIAL 3—Physiology.

2nd semester, 4 periods, 4 hours credit.

A systematic study of the circulation, respiration, digestion, nutrition, excretion, nervous system, metabolism, and special senses, their normal functioning in relation to hygiene rather than to medicine.

SCIENCE SPECIAL 4—Kinesiology.

3rd semester, 2 periods, 2 hours credit.

A study of the mechanics and classification of exercises including gymnastic anatomy, and animal mechanics. Application of the general laws of muscular action; consideration of the effect of muscular activity upon different parts of the body.

SCIENCE SPECIAL 5—Physiology of Exercise.

3rd semester, 2 periods, 2 hours credit.

Consideration of the effect of work on organs and tissues of body, fatigue and power to resist it; effect of exercise on functions of brain, and nerves; causes of breathlessness, exhaustion, over work, and muscle stiffness.

SCIENCE SPECIAL 6—Anthropometry.

3rd semester, 1 period, 1 hour credit.

Uses of anthropometric instruments, measuring and inspecting the body for strength and vitality tests. The historical significance in art and sculpture of measurements, and their relation to vital capacity and endurance. A consideration of the leading theories of heredity with their racial and social significance. Application of theories learned in Anthropometry by making actual measurements and physical examinations of public school children. Teaches the testing of capacity of individual child and detection of abnormalities.

SCIENCE SPECIAL 7—Histology.

5th semester, 2 periods, 2 hours credit.

Microscopic study of muscle fiber, bones, and nerves; minute structure of heart, lungs, kidney, stomach, liver, and blood vessels. Dissection of frog and drawings of same.

SCIENCE SPECIAL 8—Bacteriology.

6th semester, 3 periods, 3 hours credit.

Study and demonstration of different micro-organisms and their effect upon animal tissue, and their relation to economic conditions in different localities.

*SOCIAL STUDIES**SOCIAL STUDIES ELECTIVE 1—Sociology.*

6th semester, 3 periods, 3 hours credit.

Refer to regular course.

*ARTS**ARTS SPECIAL 1—Piano.*

1st and 2nd semester, 4 periods, 2 hours credit each semester.

A course in piano designed particularly for students in physical education. The study of rhythmic with special attention to dance forms, such as schottische, polka, mazurka, waltz, etc.

ARTS 4—Music. Voice.

3rd semester, 4 periods, 2 hours credit.

Refer to regular course. Public School Music.

ARTS SPECIAL 2—Playground Handwork.

3rd semester, 4 periods, 2 hours credit.

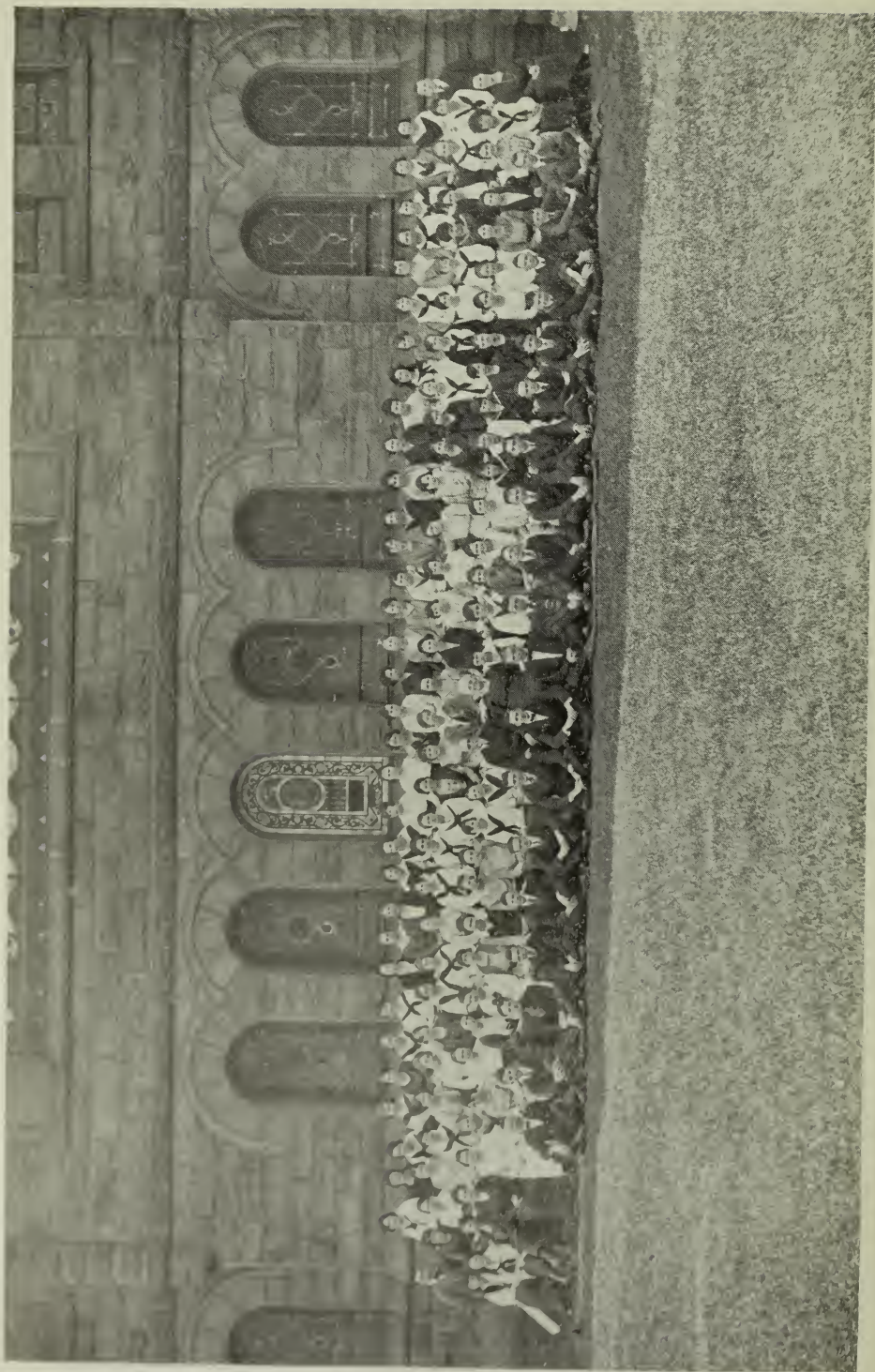
Enables students to supervise summer playgrounds. Includes weaving, knot tying, kites, bows and arrows, bird houses, basketry, story telling, and other subjects of interest to children.

CERTIFICATE

A student who is graduated in the health education course will receive a certificate which will confer upon him the right to teach and supervise health education in the public schools of the state without examination.



FRESHMAN CLASS



BIBLE CLASS

SECONDARY DEPARTMENT

(FIRST CLASS HIGH SCHOOL GRADE)

WHO MAY ATTEND

Among the requirements for admission to Pennsylvania state normal schools adopted March 1920, is the following paragraph:

"For the present the normal schools shall, when necessary, conduct a secondary department of first class high school grade for those students who do not have similar high school facilities available in their home communities."

Under this rule, no student residing in a school district having first class high school facilities can be admitted to the secondary department. Students residing in school districts offering second or third class high schools facilities will be admitted after graduation from the local high school for the completion of the required fifteen units. Students residing in school districts with no high school, who have completed the eighth grade, will be admitted to the secondary department of the normal school.

REQUIREMENT FOR GRADUATION

Graduation from the secondary department will be based upon the completion of sixteen Carnegie units, i.e., the equivalent of 120 sixty minute hours of class work requiring outside preparation, laboratory work requiring double periods.

COURSE OF STUDY

Three general courses will be offered—Academic, Commercial, and Vocational. These courses will be so arranged that they will meet the requirements of the state in regard to first class high school education. They will include four years of English, three years of science, four years of social studies, three years of mathematics, Latin, French, Spanish, commercial branches, including bookkeeping, shorthand, typewriting, etc., and various arts, including manual training, cookery, sewing, music, drawing, etc.

MUSIC DEPARTMENT

No type of school has influence so great and widespread as has a normal school. Through its graduates, it reaches not only the cities and larger towns, but also the smaller towns and rural sections where so much depends upon the individual teacher.

The name "musician" was formerly applied only to those who could play or sing reasonably well. But today we realize that music is the heritage of all and the term "musician" includes all who appreciate and understand music. It is for this broader and higher conception of music that the Music Department of Slippery Rock State Normal School stands. We consider that our first and foremost duty is to the student body as a whole.

This same ideal is today manifesting itself in the entire musical sphere at large when groups and entire communities gather together for "sings." This movement is still in its infancy and is to grow and grow until we become a singing nation. The center for this activity is usually the school-house, and often the directing of the singing is in the hands of the teacher.

The one time and place that the students of this school can come together is every school morning in the chapel service. Here real community singing is carried on. The songs are the type that are used on such occasions and the students have the opportunity to observe how to interpret these songs and how to direct such an assembly.

The week of February 21st is the National Week of Song. Every evening of that week the people of the town and community will join the students in the chapel and there will be community singing on a larger scale.

For the further development and broadening of musical taste in the school, frequent lessons in Appreciation of Music are given in the morning assembly by teachers and advanced pupils of the

Music Department. Through this the students become familiar with some of the best music and learn how to become appreciative listeners.

MUSICAL ORGANIZATIONS

This school offers unusual advantages in both the number and kind of its musical organizations. Students who have musical ability along any line have the opportunity to further cultivate and develop it. The works of only the best composers are used and great emphasis is laid upon the interpretation of these works.

There are no charges for membership in these organizations, but regular attendance is required.

The Choir is composed of mixed voices and furnishes the music for the Sunday vesper services in the chapel. Realizing the increasing importance churches are giving to this part of their service, we hold a high standard for the music of our vesper service.

The Mixed Chorus is open to students of both sexes. This organization takes up the study of some of the best choruses, cantatas, oratorios, and operas.

In the *Girls' Chorus* the same standards are held that are characteristic of the Mixed Chorus.

The Octette is composed of selected Senior girl voices. Beside organization concerts the Octette assists on special occasions throughout the year.

The Junior Orchestra is open to students who can read and play well simple music. Regular attendance is required at the weekly rehearsals. The work of this orchestra is a stepping stone to the School Orchestra.

The School Orchestra is open to students who can read and play well quite difficult music. It gives several concerts during the year, accompanies the different choruses as well as the singing in the chapel service every morning and assists on special occasions throughout the year.

The Band is open to students who can read band music reasonably well. Regular attendance is required at the two weekly re-

hearsals. Two concerts are given during the year beside the out-of-door concerts in the spring term.

PUBLIC SCHOOL MUSIC

In the regular Normal School Course, Public School Music is a required subject. The ground covered includes the rudiments of music—notation, scales, intervals, and melody-writing, beside ear-training and music-reading.

This lays the foundation for Methods of Public School Music. In this class the best and most modern methods of teaching music in the schools are studied. The work of this class is made practical in the fourth year when the Seniors teach in the Training School.

COURSES OF STUDY

For admission to any of the courses of the Music Department the applicant must be a graduate of a first class high school. Special arrangements can be made for students in the Secondary Department.

There are certain general requirements for graduation in all courses of this department, namely:

1. Theory—two years. (Three years of Organ.)
2. History of Music—one year.
3. The regular two year course in English in the Normal Department.
4. Participation in students' recitals.
5. An individual recital in the Senior year.

Previous to graduation each pupil is required to give a satisfactory rendition before the faculty of the Music Department the following:

PIANO

1. Representative Preludes and Fugues from the "Well Tempered Clavichord"—Bach.
2. One of the more difficult Beethoven Sonatas.
3. A concerto.
4. Representative compositions of the modern romantic school.

VOICE

1. Songs by Schubert and Schumann.
2. Selection from one of the standard oratorios.
3. Selection from one of the standard operas.
4. A modern English song and a song in French, Italian, or German of the modern romantic school.

In addition to the general requirements, two years of a modern language, and one year of sight-singing are required.

VIOLIN

1. A sonata.
2. An etude by Paganini.
3. A concerto.

Membership in the School Orchestra is required for at least two years.

ORGAN

1. A Bach fugue.
2. Organ sonata by such composer as Guilman or Rhemberger.
3. Representative selections by modern composers.

TEXT BOOKS

FIRST YEAR

Algebra	Hull
Ancient and Mediaeval History	Ashley
Arithmetic	Hamilton
French Grammar.....	Fraser & Squair
Grammar	Emerson & Bender
Latin Grammar.....	Allen & Greenough
Latin Reader	Smith
Orthography	Sandwick & Bacon
Physical Geography.....	Arey, Bryant, Clendenin & Morey
Reading	Brumbaugh
School Management	Wilkinson

SECOND YEAR

Botany	Andrews
Caesar	Walker
Civics	Maltby, Hughes
General Methods.....	Hamilton & Strayer
History (English)	Niver
History (Modern)	Ashley
Plane Geometry	Milne
Rhetoric	Gerrish & Cunningham
Zoology	Jordan & Kellogg

THIRD YEAR

Astronomy	Young
Cicero	Rockwood
Chemistry	McPherson & Henderson
Child Study	Kirkpatrick

Economics	Bullock
Geography	Tarr & McMurray
Geology	LeConte
Literature (American)	Long
Literature (English)	Halleck
Methods in Geography	Sutherland
Physiology	Hough & Sedgwick
Psychology	Harvey
Rural School Management.....	Wilkinson, Culter & Stone
Solid Geometry	Milne
U. S. History.....	Eggleston-McMaster

FOURTH YEAR

Agriculture	Warren
Arithmetic	Safford
English	Emerson & Bender
Ethics	Peabody
History of Education	Graves
Methods in Arithmetic.....	Walsh
Methods in English	Klapper
Nature Study	Hodge
Physics	Hoadley
Public Speaking	Roberts
Rural School Problems	Foght
Sociology	Ellwood
Virgil	Bennett

SLIPPERY ROCK STATE NORMAL SCHOOL

LOCATION

Slippery Rock State Normal School is situated midway between Pittsburgh and Erie, in Butler county, about 17 miles from Butler, Mercer and New Castle, and is easily accessible from all points in Western Pennsylvania. Those coming from Pittsburgh can reach the school by the B. & O. and the B. & L. E. Railroads, which run morning and evening trains to Harrisville Station, four miles distant from the school, or may take the West Penn Railroad to Butler, then the B. & L. E. to Harrisville. Those coming by way of New Castle may change cars at Mercer and come to the same station, but may also take the Pennsylvania Railroad from New Castle to Redmond, changing at Leesburg. At Shenango, the B. & L. E. Railroad connects with the Erie Railroad, and at Osgood with the Lake Shore Railroad, thus affording easy access from the north. The Normal School transfer meets regular trains at Harrisville.

The location of the school is pleasant and healthful. Being situated 1365 feet above sea level a commanding view of the town and surrounding country is afforded, and it possesses unexcelled facilities for healthful drainage.

There are three churches in the town—the Presbyterian, the United Presbyterian, and the Methodist Episcopal, at which the students are always welcome. The community is noted for its morality, being free from the distractions of the city.

HISTORY

The organization of Slippery Rock State Normal School grew out of a desire of the people of the town and surrounding commun-

ity to have a school in their midst in which their children could secure an education without leaving their homes. With this end in view a plan was formed, in the fall of 1877, for the erection of a building suitable for an academy and for providing funds for the purpose of the school until it should become self sustaining. During this stage of the effort, it was discovered that no normal school had been established in this, the Eleventh District. At once the scope of their efforts was widened to include the larger enterprise, and stock was sold to the amount of \$20,000.00. During the summer of 1888 and the following winter, land was procured and three frame buildings were erected — a chapel containing recitation rooms, and two dormitories.

Application was made to the Department of Public Instruction for the approval of the buildings and the establishment of a state normal school for this district. The first day of February, 1889, was set as the date for the inspection of the buildings and on that day the committee by the state met and approved the application.

The necessary steps were taken toward the organization of the school and the first term opened on March 26, 1889, with an enrollment of 168 students. The first class, consisting of eleven members, was graduated in 1891.

The growth of the school has been very rapid in all that makes for a true normal school. The policy of those in charge has always been to keep prominently in view the purpose for which it was established—the training of teachers for the public schools of the state.

BUILDINGS

There are six principal buildings—two dormitories, a chapel, a main building, a gymnasium, and a model school. They are situated on a commanding eminence. The dormitories contain 220 rooms, besides a reception room, large dining hall, kitchen, store rooms, etc. The chapel is situated between the two dormitories. It is a fine stone building 89x100 feet, Norman-French architecture, and it contains music rooms and the general assembly room. The large room has a seating capacity for one thousand persons, and a gallery for three hundred additional seats. The endeavor has been made to construct an auditorium of beauty and convenience. The

rooms are all heated by steam and lighted by electricity. Every floor is provided with an abundance of hot and cold water, bath rooms, lavatories, and closets in accord with good sanitation.

The authorities of the school are determined to do all that can be done to promote the ends for which it was established, and to add to the comfort and convenience of all connected with it. Many improvements have already been made, viz: Stone walks, bath rooms and closet annexes, laundry, grading and ornamentation of grounds, and equipment of Model School. The Main Building contains class rooms, reading room, society halls, library and offices, and is one of the finest buildings in the state. The ladies' dormitory forms a beautiful building with a frontage of 220 feet. It contains the kitchens, pantries, and beautiful dining room capable of seating over 400 persons. The boys' dormitory is a very commodious and substantial building, one of the best in the state. It is a model of beauty, comfort and convenience. Few buildings of its class can equal it in those points which make it a real home for young men who attend the school. The model school building, erected at a cost of \$27,000.00, adds much to our facilities during the school year. Located directly on the campus, the practice school does not interfere with the work of the regular normal department. The rooms in this building are adapted to separate grades and Seniors are placed in full charge of the rooms during the practice periods. Since our practice school is a regular county school, the value of the year's experience thus gained by Seniors cannot be well over-estimated.

GROUNDS

The buildings are surrounded by grounds comprising about fifty-seven acres. Part of this is covered by forest-trees and orchards. The part immediately surrounding the buildings has been graded and laid out in beautiful lawns intersected with pleasant walks and drives. Many trees and shrubs have been planted, and numerous pots of flowers enhance the beauty of the place. Provision has been made for lawn tennis and other outdoor games. A baseball field has been carefully laid out, and a grand-stand erected capable of seating over four hundred persons.



GIRLS' BASKETBALL TEAM



FOOTBALL TEAM

ATHLETICS

Athletic sports are encouraged as a means of pleasant recreation, for their value in developing the body, as a source of social and ethical culture, and as cultivating the spirit of co-operative enterprise so essential to individuals throughout life. When athletics are so managed as to cultivate determination, courage, self-reliance, obedience, and quickness of decision, there is much to be urged in their favor. Tennis, basketball, baseball, and football are the games most in use. There are numerous good tennis courts on the campus. The athletic field is one of the finest in the state for baseball and football. It is well graded, and will soon be placed in sod or sown with lawn-grass. For the other games ample provision will be made. The gymnasium is open for exercise at certain hours, under suitable restrictions, to all who are enrolled as students.

Under the general term of Athletics are included all forms of physical activities of a competitive nature, such as track and field sports, football, baseball, tennis, field hockey, etc. Teams representing the school as well as the various classes are chosen in all the major sports and are conditioned and trained by the coach and Director of Athletics.

Athletics are not confined to boys only, as is the case in so many schools, but the girls are encouraged to participate in all sports, and have the advantage of the coaching and direction of those in charge of this work.

ATHLETIC RULES

Slippery Rock State Normal School will observe the following agreement for the ensuing school year:

A normal school athletic league shall be formed.

The eligibility test for players in inter-normal games is as follows:

1. Students with fifteen credits are eligible no matter what course they are pursuing.
2. They must be bona fide students passing in fifteen semester hours of work.

3. They must have entered within the first three weeks of the semester in which the game is to be played.

The list of players must be certified to by the Principal of the school and exchanged at least four days before the contest. Exception to this rule in regard to residence may be made in case of students who have been teaching, but facts concerning the same must be fully set forth.

All questions which are raised concerning eligibility of players shall be referred to and decided by the governing body, which shall be the principals of the schools.

The same general rules shall apply to the secondary school teams as to the normal teams.

LIBRARY

The Normal Library is open during every school day, as well as on Monday afternoons, when students are permitted to consult works of reference, or take out such works for a limited period. At certain times in each school day, students may secure books for longer periods, limited to two weeks.

Many new books have been added to the library, so that its attractiveness and usefulness have been greatly increased. By a judicious expenditure of funds, we hope to make this important aid to the student more valuable from year to year.

A reading room containing the leading daily and weekly newspapers, magazines, journals of education, church and Sunday school weeklies, etc., is also connected with the school, with privileges free to all.

LITERARY SOCIETIES

Among the attractions of the school are two flourishing Literary Societies, conducted by the students—the “Bryant” and the “Philomathean.” Both societies hold weekly meetings. Each student is expected to be a member of one of the societies. A small initiation fee is charged. The training given in these societies is of such great value that students cannot afford to neglect the opportunities furnished for literary and oratorical culture. Each society holds an

annual anniversary—the Philomathean in October, the Bryant in May. The annual contest between the two societies is held on the fourth Saturday of May.

LECTURES

Students should have those opportunities for culture which will enable them to become stronger intellectually through mental contact with the strong minds of the country. Through the hearty co-operation of a generous and public spirited community we are able to bring before the students many prominent lecturers.

RELIGIOUS ACTIVITIES

There are in Slippery Rock three churches which students are urged to attend, Methodist Episcopal, Presbyterian, and United Presbyterian. Catholic students usually attend services at Forestville.

VESPER SERVICES

As a state school, religious denominationalism is barred. Regular vesper services, however, are held at 6:15 in the chapel to which all students are invited.

CHRISTIAN ASSOCIATIONS

A flourishing Young Women's Christian Association and a Young Men's Christian Association have been organized. Most of the young people in the school have identified themselves with these organizations. Regular devotional meetings are held at 6:15 on each Wednesday evening.

BIBLE STUDY

The advantages of special study of the Bible are offered without expense to all students who become members of Dr. Hamm's Bible Class. This class meets at 4:45 every Sabbath afternoon. For the fall term of the coming year the studies will be in the Old Testament, and for the winter and spring terms Bible Studies in connection with Y. M. and Y. W. C. A. work.

STUDENT AID

The alumni and friends of the school have established a fund for the purpose of aiding students to obtain an education in this school. This fund is now available for the year 1920-1921. The following rules and regulations governing the use of the fund have been made:

1. The purpose of this fund shall be to aid those who are in school and must have money to complete their course, and when funds are available, to help those who are entering for the first time.

2. No person shall receive a loan which shall exceed \$100 during any one school year.

3. A charge of 2 per cent per year shall be made on all loans.

4. Each application for loan shall be signed by three reputable persons, one of whom shall be a member of the Alumni Association. These signers shall not, however, be held financially responsible for the payment.

5. The committee in charge of the fund shall have authority to refuse any application where, in their opinion, the loan would be unwise.

6. All loans shall be paid by the treasurer of the fund directly to the Registrar of the school to be applied on the student's expenses.

7. Loans shall be paid at a minimum rate of \$75 per year. The first payment shall be made within one year after the person ceases to be a student at the school. The date when he ceases to be a student of the school shall be determined by the Principal of the school.

8. The committee in charge of the fund shall furnish to the treasurer the names of those whose applications have been accepted and the amounts to which each applicant is entitled.

9. No person who is under seventeen (17) years of age shall be entitled to any loan whatsoever.

10. Interest shall be due in advance, semi-annually, beginning six months after leaving school.

Applications for these scholarships should be made to the Registrar.

SCHOLARSHIPS

Scholarships are awarded to desirable young men and young women equivalent to the expense of board and room in the dormitory or services at the school. This service requires about twenty-two hours per week of work in the dining room, pantry, or other duties about the grounds. Several vacancies will exist in this department during the coming year.

EXPENSES

	First Semester	Second Semester	Less than Semester per week
Boarding, including furnished room, heat, light, plain laundry—all departments.....	\$140.00	\$140.00	\$7.50
Tuition, Normal, Health Education, Sec- ondary Departments	40.00	40.00	2.00
Semester Fee—all departments	10.00	10.00	
Special registration for special music stu- dents	1.00	1.00	
*Special Music Fees:			
One lesson per week ($\frac{1}{2}$ hour).....	15.00	15.00	1.00
Two lessons per week ($\frac{1}{2}$ hour).....	30.00	30.00	
Use of Piano:			
One practice period per day.....	3.00	3.00	
Two practice periods per day.....	6.00	6.00	
Use of Pipe Organ (1 period a day).....	20.00	20.00	
Harmony	15.00	15.00	
History of Music	4.50	4.50	
Special Fees:			
Domestic Science	5.00	5.00	
Millinery	1.50	1.50	
Advanced Sewing	3.00	3.00	
Dressmaking	3.00	3.00	
Manual Training	1.50	1.50	
Typewriting	5.00	5.00	
Chemistry Laboratory	5.00	5.00	
Physics Laboratory	5.00	5.00	

All expenses for semester are due at the time of registration. Semester fee is required of all students in the Normal, Health Education, and Secondary Departments, but is not required for students taking private lessons only. The semester fee entitles the

student to free admission to all athletic contests, the lecture course, and other lectures and entertainments given by the school authorities.

A deposit fee of \$5 should accompany all requests for room reservation. This will be deducted from the first semester fee. This deposit will be forfeited if a student does not register within one week after the opening of the semester, provided special arrangements have not been made.

*Lessons are paid for by the term. In case of illness or necessary discontinuance of lessons, the full half term is charged and one dollar per lesson for all over that. Full charges are made until the Dean of Music Department is formally notified of discontinuance of lessons.

The text-books are furnished by the school at a small rental charge for each book used.

A deposit of \$1.00 is required of each student to insure proper care of text-books while in his possession and the return of the same at the close of the term.

In case of special illness, regular charge is made for the physician's and special nurse's bills.

DEDUCTIONS

No deduction shall be made for absence during the first two or last two weeks of a semester, nor for less than two weeks for any cause whatsoever.

No refund of fees paid in by a student shall be made except for personal illness properly certified to by the attending physician, or equally urgent reason. In such cases the refund shall be 50 per cent of the regular charges for the period of absence.

LAUNDRY

Laundry work, including ironing, not to exceed twelve plain pieces per week, will be done by the school. Extra work will be charged at a reasonable rate. Great care is exercised in handling the laundry of the students, but the school will not be responsible for loss or damage. Articles should be plainly marked with the student's name.

ROOMS

Each room is 13x15 feet in size, carpeted, and contains bed, mattress and springs; wardrobe, washstand, table and usual room furniture; intended to accommodate two students, and the scale of prices above given is arranged accordingly. Sheets, coverlids, and one pair of blankets are furnished by the school, extra blankets to be furnished by the student. The general tone of the building is brown.

All students are to take rooms and board at the institution, unless they reside at home, or have obtained permission from the Principal to board elsewhere.

Students are expected to provide themselves with window curtains, towels, table napkins, soap, and needful toilet articles.

Students in actual attendance at the close of one term are entitled to preference in the choice of rooms for the next term. All other students are entitled to choice of rooms in the order of their applications.

SUMMER SCHOOL

The summer school at Slippery Rock State Normal School will be held June 27 to August 5, 1921. The purpose of this summer school is to meet the needs of teachers, both city and rural, who hold provisional certificates or wish to take professional or permanent certificate examinations; students who are preparing to teach, and those who wish to secure additional credit in the Normal School course. All subjects passed are credited toward the equivalent of the Normal School course. Special advanced work for college and normal school graduates. Special emphasis will be placed upon Child Study, Primary and Advanced Methods, Rural School Problems, and Current Educational Problems.

Classes will be organized in any branch when at least five students apply for membership in the class.

Lectures and entertainments of the Chautauqua.

EXPENSES FOR THE SUMMER TERM

The registration fee will be \$10.00, tuition \$12.00 for the term. Board and room, including light and laundry, can be obtained in the dormitories for the regular price of \$7.00. Books can be rented

at a moderate rate. Tuition in the Music Department will be on the same basis as during the regular terms of the Normal School. For detailed Summer Term Bulletin, send inquiry to the Principal.

REGULATIONS FOR STUDENTS

The discipline of the school is made as simple as possible. Self-control is the ideal sought. Students are expected to do without compulsion what is required, and to refrain voluntarily from all improprieties of conduct. The intelligent conception of duty and quickened conscience will generally result in a cheerful, voluntary obedience. That government is best that seems to govern least.

Regular attendance, good behavior, and hearty allegiance to all the interests of the school are expected of each member of the student body.

1. The bell announces the study hour at 7 o'clock. Each student is pledged to be in his or her room at work at that hour. At 10 P. M. all lights will be out and the buildings quiet.

2. *Guests*—Students are permitted to have guests in the dormitory under the following conditions:

(1.) Meals in the dining room, 35 cents. Lodging, when rooms are available, 50 cents.

(2.) All guests will conform to the rules of the school.

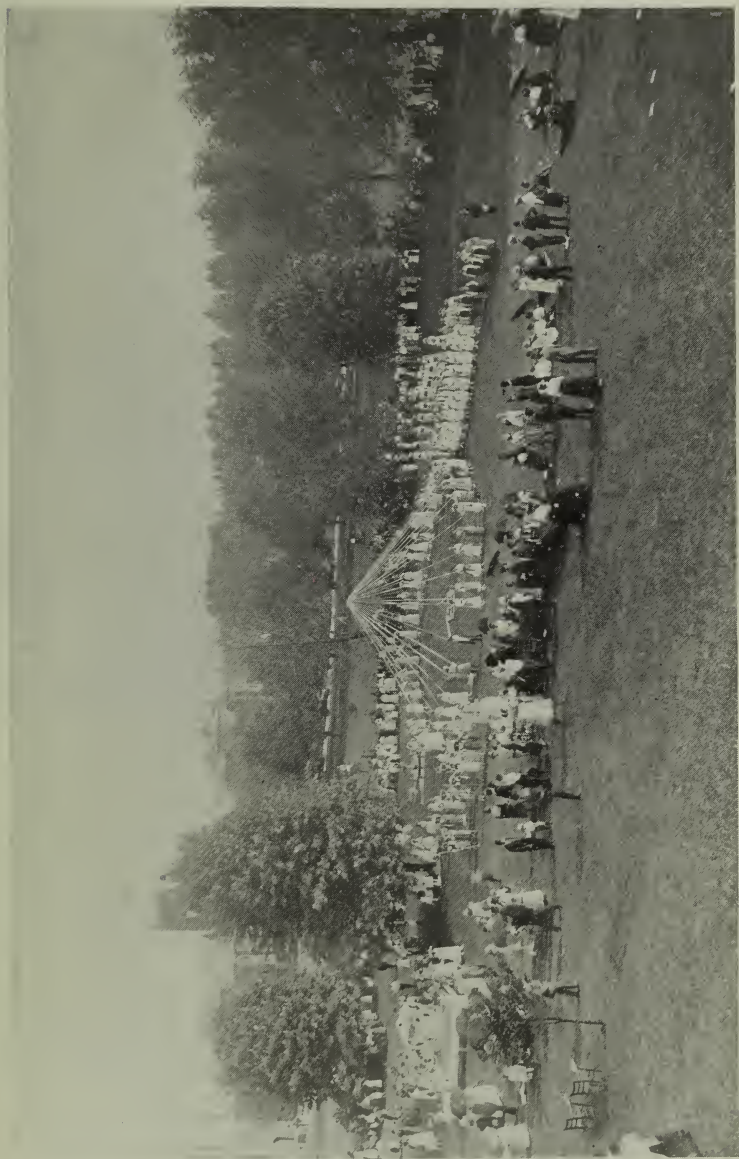
3. *Recreation*—When weather is suitable students are permitted to enjoy the natural beauties of the country under proper chaperonage.

Optional activities are provided after dinner until 7 o'clock.

4. All students are required to be present at all devotional and general exercises in the chapel, unless excused. Attendance at religious services during Sabbath is required.

5. Students are required to take up enough studies to keep them, in the judgment of the Principal, sufficiently employed, but are not permitted to take up more than they can study with profit.

6. Each student of instrumental music will have regular hours assigned for practice, during which time no spectator can be present to interrupt the exercises or divert the attention.



MAY DAY PAGEANT



*JUNIOR PLAY CAST
"A COUPLE OF MILLIONS"*



BASEBALL TEAM

7. No student may indulge in the use of tobacco in any of its forms in or about the buildings.

8. Young men will not be permitted to call upon the young women students without permission.

9. Disorderly conduct in the building is prohibited. Each student will be held responsible for any disturbance or damage to his room.

10. Students whose sense of honor and propriety cannot be trusted will be summarily dismissed. They will also be sent away whenever, in the opinion of the faculty, it is evident that they are pursuing a course of conduct detrimental to themselves and the institution.

VISITORS AND VISITING

Calls on students at other times than during the hours of recreation interfere seriously with the object of the school, and are not allowed except in the case of necessity. Persons desiring to visit the school are invited to do so at any time.

Every absence from school duty subtracts materially from the progress of the student. Frequent visits home or elsewhere prevent the concentration of thought which true success demands. Parents are earnestly requested not to take the students away from their school duties unless it is absolutely necessary. Students are not permitted to visit home or away from town without special permission from the Principal.

APPLICATIONS FOR TEACHERS

School directors and principals often apply to us for teachers. We are always pleased to answer such requests by furnishing good teachers, but we are better able to do so near the close of each school year than at any other time. While the school aids its graduates to secure positions, it makes no promises to do so. It may be said, however, that for several years we have been unable to supply the demands made upon us for graduates to fill positions in various grades of schools. Persons desiring to secure our graduates should therefore apply early. Great care is exercised by the Principal in recommending graduates for positions.

It must not be supposed that all persons who attend our school for one or more terms are good teachers. The graduates of the school are almost invariably successful instructors and disciplinarians.

MAIL, TELEPHONE, EXPRESS

The school has two mails daily. Mail matter should be addressed: Slippery Rock, Butler County, Pa. The words "State Normal School" on the envelope of a letter or package will aid its delivery, and may prevent it from being sent to the wrong post-office.

The school is connected by telephone with nearly all parts of Western and Central Pennsylvania.

Express packages should be addressed: State Normal School, Slippery Rock, Pa.

For further information address the Principal of the school.

CATALOGUE OF STUDENTS

1919-1920

Ackerman, Hilda
 Adams, Effie
 Adams, Esther
 Adams, Frances
 Adams, Ruth
 Aey, Garnet
 Aggas, Muriel
 Aiken, Clamedia
 Aiken, Margery
 Aiken, Marie
 Albert, Gladys
 Allen, Beulah
 Allen, Mildred
 Allison, Lucille
 Altstadt, Minnie
 Alter, Evalyn
 Armstrong, Adah
 Arner, Hazel
 Auld, Neale

Badger, Hattie
 Badger, Helen
 Badger, Leona
 Baker, Esther
 Bame, Mildred
 Barber, Raymond
 Barber, Walter
 Barnes, Alma
 Barnes, Irene
 *Bartmass, Verner
 Bauder, Floy
 Beach, Dortha
 Beach, Oliver
 Bell, Florence
 Bell, Leila
 Bell, Lois
 Bell, Robert
 Bermont, Helen
 Berringer, Olive
 Bildstein, Helen
 Bingham, Jane
 Bingham, Mary Louise
 Black, Mary
 Black, Mildred
 Black, Roma
 Black, Ruth
 Blythe, Erma
 Role, Eunice
 Book, Clare
 Book, June
 Book, Mae
 Boozel, Ross
 Braden, Naomi
 Brenner, Floyd
 Brock, Ralph
 Brosky, Lillian
 Brunton, Elizabeth
 Brunton, Jean
 Burneson, Viola

Cairns, Margaret
 Campbell, Frances
 Campbell, Fredric
 Campbell, Helen
 Campbell, John L.
 Campbell, Laura
 Carothers, Pearl
 Carter, Joseph
 Cauvel, Bertha
 Chambers, Helen
 Cheeseman, Mary
 Chesler, Regis
 Christie, Mildred
 Christy, Emogene
 Christy, Josie
 Claypool, Hazel
 Claypool, William
 Clements, Clyde
 Comm, Raymond
 Conn, Mildred
 Constance, Dorothy
 Conway, George
 Cook, Belmont
 Cook, Catherine
 Cook, Eugene
 Cooper, Florence
 Cooper, Genevieve
 Cooper, Hazel
 Cooper, Hazel M.
 Cooper, Helen
 Cooper, Ida
 Cooper, Jane
 Cooper, Mabel
 Cooper, Margaret
 Cooper, Oral
 Cosgrove, Margaret
 Cosgrove, Mary
 Cotton, Lillian
 Cotton, Stanley
 Courtney, Lucile
 Cox, Frances
 Craig, Gertrude
 Craig, Verna
 Crail, Elizabeth
 Cratty, Helen
 Crawford, Ruth
 Cress, Mabel
 Cress, Mary
 Critchlow, Aletha
 Cronin, Amanda
 Cronin, Pearl
 Cross, Margaret
 Crownover, Nelle
 Curry, Helen
 Cypher, Genevieve

Daubenspeck, Lucy
 Daubenspeck, Margaret
 Daubenspeck, Pauline

Davison, Ella
 Davison, Hazel
 Dean, Harry
 DeArmit, Eugenie
 Denniston, A. Bruce
 Denniston, Loyd
 Denny, Hazel
 Denny, William
 DeStefano, Sylvia
 Dickson, Bernice
 Dickson, Twila
 Diehl, Julia
 Dight, Grace
 Dimit, Myrtle
 Doerr, Norman
 Donaldson, Dorothy
 Dopeus, Anna
 Double, Ethel
 Douthett, Minnie
 Dresen, Frieda
 Duff, Hazel
 Duffy, Leo
 Dugan, Francis
 Dugan, Hallie
 Dugan, Waldo
 Duncan, Sadiebel
 Dunka, Flora
 Dunning, Florence
 Earnshaw, Mary Emma
 Egbert, Ruby
 Ehle, Florence
 Eisenberg, Margaretta
 Elder, Fulton
 Elder, Spurgeon
 Elliott, Elizabeth
 Emmert, Margarete
 Espe, Alice
 Evans, Hazel

Fennell, Alice
 Ferguson, Nancy
 Ferrante, Anna
 Ferrante, Jennie
 Ferree, Gladys
 Ferrere, Marcel
 Fisher, Elza
 Fisher, Pearl
 Fisher, Ruth
 Fisher, Twyle
 Fitzgerald, Adeline
 Flanagan, Helen
 Fleeger, Leida
 Fleming, Mildred
 Fleming, Ruth
 Flickner, Myrtle
 Flickner, Revah
 Fluke, Huldah
 Frankenberger, Fay

- Frazer, Hazel
 Friedman, Elizabeth
 Frew, Emma
 Fullerton, Amy

 Gardner, Sophia
 Gardner, Susie
 Gardner, Ward
 Gates, Helen
 Gerren, Clarence
 Gerren, Franklin
 Gibbons, Emma
 Gibson, Elizabeth
 Gibson, May
 Gilchrist, Lucy
 Gill, Helen
 Gillgrist, Myrtle
 Gilmore, Buena
 Gilmore, Gyla
 Gilotti, Mildred
 Glenn, Bertha
 Goehring, Mildred
 Gold, Harry
 Googe, Lillian
 Gover, Mary
 Gray, Charlotte
 Gregory, Ruth
 Gretton, Florence
 Griffin, Ruth
 Grotmeyer, Elvira
 Grove, Emmet
 Grove, Gladys
 Grubb, George
 Grubb, Roy

 Haine, Elda
 Hall, Ruth
 Hamilton, Anna Bell
 Hamilton, Christina
 Harlan, Freeda
 Harper, Mildred
 Harrison, Edith
 Harsh, Ruth
 Hartford, Thomas
 Hartzell, Eugene
 Hartzell, Josephine
 Hawks, Kenneth
 Headland, Jane Margaret
 Heckathorne, Mabel
 Henderson, Hazel
 Herbert, Belle
 Hershey, Mary
 Hesselgesser, Audley
 Hill, Myra
 Hillegass, Isabel
 Hillwig, Beulah
 Hindman, Kenneth
 Hines, Margaret
 Hines, Sheridan
 Hockenberry, Cecil
 Hockenberry, Elizabeth
 Hockenberry, Flora
 Hockenberry, Grace
 Hockenberry, Loyal
 Hockenberry, Scott
 Hodgkinson, Odetta
 Hoffman, Faye
 Hofmeister, Mabel
 Hollibaugh, Mary
 Hoon, Marie
 Hooven, Bonnetta
 Houck, Isabel
 Houck, Dale
 Hover, Faith
 Hovis, Grace
 Hovis, Vera

 Huey, Rosetta
 Humes, Helen
 Hunsberger, Florence
 Hunt, Ivabelle
 Hunter, Alice

 Ifft, Arthur
 Ifft, Elizabeth
 Imm, Albert
 Ivell, Mary

 Jack, Ernest
 Jack, Esther
 Jacobs, Edith
 Jamison, Eulah
 Jamison, Florence
 Jamison, Helen
 Jamison, Marguerite
 Job, Wylda
 Johnson, Glenn
 Johnson, Muriel
 Johnston, Ethel
 Junkin, Helen

 Karnes, Margaret
 Kaylor, Clifford
 Kaylor, Russell
 Kelly, Arthur
 Kelly, Genevieve
 Kelly, Hazel
 *Kennedy, Caroline
 Kennedy, Emmeline
 Kennedy, Thelma
 Kerr, Donald
 King, Ina
 King, Violet
 Kingsley, Ray
 Klein, Ruth
 Klingensmith, Marion
 Knauff, Hazel
 Knobloch, Jean
 Knox, Ruth
 Kolesar, Anna
 Koons, Esther
 Kughler, Georgia

 Lavin, Sarah
 Leighner, Mabel
 Leise, Lillian
 Leise, Margaret
 Lightner, Nellie
 Lingerman, Bellie
 Lingerman, Ralph
 Logan, Martha
 Lowry, Cecil
 Lynch, Bertha
 Lyttle, Helen

 Mackey, Bertha
 Mackey, Roy
 Macurdy, Florence
 Magec, Wendell
 Martens, Bertha
 Martin, Anna
 Martin, Genevieve
 Martin, James
 Martin, Lillian
 Martin, Winifred
 Maser, Bertha
 Mason, Florence
 Matthews, Irene
 Maxwell, Gladys
 Miller, Catherine
 Miller, Charles
 Miller, Lulu
 Minner, Irene
 Minor, Margaret

 Mong, Marie
 Monier, Janet
 Moore, Florence
 Moore, Harvey
 Moore, Joseph
 Moore, Mona
 Morneweck, Raymond
 Morrow, Rose
 Moss, Ethel
 Murphy, Theodore
 Myers, Eleanor
 McAdams, Helen
 McBride, Ethel
 McBride, Mary May
 McBride, Mildred
 McCandless, Emma
 McClelland, Ross
 McClelland, Ruth
 McClymonds, Effie
 McCollough, Helen
 McCollough, Pierce
 McCollough, Ray
 McComb, Arthur
 McCracken, Mildred
 McCrea, W. Floyd
 McCune, Claire
 McDowell, Warren
 McFadden, Helen
 McFadden, Ralph
 McFarland, Grace
 McFarland, Mary
 McFarland, Olive
 McGarra, Jean
 McGeary, Elizabeth
 McGeorge, Marvin
 McKallip, Uldene
 McKee, Estella
 McKee, Gertrude
 McKee, Lucille
 McKinney, Mildred
 McMeekin, Bessie
 McMeekin, Ruth
 McMillen, Esther
 McMinn, Charles
 McMinn, Robert

 Nelson, Margaret
 Nesbitt, Zelma
 Nigro, Marie
 Norris, Margaret

 Orr, Charles

 Parker, Blanche
 Patterson, Richard
 Paul, Ruth
 Pearce, Beulah
 Peters, Ruth
 Phipps, Emily
 Phipps, Mary
 Phipps, Ressa
 Pierce, Bernice
 Pisor, Austa
 Plyler, Nora
 Ponton, Jennie
 Poppleton, Marion
 Powell, Ida
 Pritchard, Lcona
 Purdy, William

 Ralston, Mary
 Ralston, Oliver
 Ramsey, Dessa
 Ramsey, Elsie
 Ramsey, Gladys
 Reed, Anna

Reed, Margaret
 Reed, Mollie
 Reno, Hazel
 Rhea, John
 Riley, Myrle
 Robinson, Frances
 Robinson, Sara Belle
 Rodgers, Laura Bell
 Rosenblum, Rose
 Ross, Beatrice
 Rubright, Helen

Sager, Edwin
 Sager, George
 Sankey, Bertha
 Sankey, Clara
 Sankey, Lewis
 Saviers, Mildred
 Say, Florence
 Say, Sara
 Schaffner, Lillian
 Chall, Gladys
 Scheeren, Anne
 Schink, Elsie
 Schwarz, Charles
 Scollard, Florence
 Scollard, Margaret
 Scott, Lillian
 Scott, Marguerite
 Shaffer, Isabelle
 Shaffer, Wilma
 Shane, Marguerite
 Shanor, Mary
 Shelatree, Dewitt
 Shever, Gladys
 Silveus, Esther
 Skeels, Margaret
 Slater, Margaret
 Slaughenhaupt, Ardelle
 Smith, Gladys
 Smith, Helen M.
 Smith, Helen S.
 Smith, Kenneth
 Smith, Mary
 Smith, Millard

Snyder, Florence
 Soentgen, Catherine
 Stamm, Viletta
 Steiner, Colena
 Stephenson, Floyd
 Stewart, George
 Stewart, Hazel
 Stewart, Virgal
 Stewart, Wilda
 Stickel, Dora
 Stickel, Sarah
 Stillwagon, Giles
 Stillwagon, Helen
 Stillwagon, May
 Stoops, Bernice
 Stoops, Johnson
 Stoops, Lois
 Stoughton, Agnes
 Stoughton, Frank
 Stracke, Freda
 Studebaker, Arthur
 Studebaker, Margaret
 Stunkard, Mabel
 Stunkard, Martha
 Surrena, Mary
 Sutton, Merle

Tallant, James
 Taylor, Clara
 Taylor, Dora
 Taylor, Lillian
 Taylor, May
 Teets, Herschel
 Thompson, Edelle
 Thompson, Edna
 Thompson, Eleanor
 Thompson, Leda
 Thompson, Marie
 Thompson, Nellie
 Thorpe, Edna
 Troutman, Cleo
 Twentier, Dora

Umstead, Grace

Van Gorder, Hazel
 Vincent, Alda
 Vincent, Fred
 Voorus, Dorothy
 Vosler, Maida
 Vosler, Nannie

Wade, Julia
 Wagner, Laurretta
 Wagner, Esther
 Walker, Gaylord
 Walter, Elizabeth
 Walters, Florence
 Wareham, Nellie
 Watson, Roscoe
 Watt, Karl
 Watt, W. Gates
 Weitzel, Ray
 Wellejus, Hans
 Weller, Nellie
 Welsh, Viola
 Westlake, Kathryn
 Wick, Ruth
 Wigton, Katherine
 Williams, Mazerna
 Wilson, Kenneth
 Wilson, Bruce
 Wilson, Glenn
 Wimer, Bernice
 Winner, Wade
 Wise, Ada
 Wise, Katherine
 Wolfe, Esther
 Wolfe, Nellie
 Wolford, Kenneth
 Wolford, Pearl
 Woolsey, Mary
 Wright, Nannie
 Wright, Russell

Young, Everett
 Younkins, Ray

Zimmerman, Ruth
 Ziegler, Mabel

STUDENTS IN MUSIC DEPARTMENT

1919-1920

Adams, Ruth
Aggas, Muriel
 Aiken, Clanedia
 Aiken, Margery
 Aiken, Marie
 Allison, Lucille
 Armstrong, Mencie
 Auld, Neale
Baker, Esther
 Barnes, Irene
 Beach, Oliver
 Bell, Lois
 Bingham, Mary Louise
 Bingham, Jane
 Black, Mildred
 Blythe, Erma
 Book, June
 Brunton, Elizabeth

Campbell, Helen
 Carothers, Pearl
 Chambers, Helen
 Cheeseman, Mary
 Cook, Belmont
 Cook, Eugene
 Cooper, Helen
 Cooper, Oral
 Cratty, Helen
 Crawford, Catherine
 Cress, Mabel
 Cypher, Genevieve

Davison, Ella
 DeArmit, Eugene
 Denniston, Loyd
 Diehl, Julia
 Dimit, Myrtle
 Doerr, Norman

Duncan, Sadiebel
 Earnshaw, Mary Emma
 Eisenberg, Margaretta
 Emmert, Margarete

Fleeger, Leilda
 Friedman, Elizabeth

Gardner, Ward
 Gerren, Franklin
 Gill, Helen
 Gilotti, Mildred
 Goehring, Mildred
 Gretton, Florence

Hamilton, Anna Bell
 Hartzell, Eugene
 Headland, Jane Margaret
 Hines, Sheridan

Hockenberry, Cecil
Hockenberry, Grace
Hoffman, Faye

Jack, Ernest
Jack, Esther
Jamison, Helen
Johnson, Glenn

Kelly, Genevieve
Kennedy, Thelma
Knauff, Hazel
Knox, Ruth

Martin, Anna
Martin, James
Monier, Janet
Moss, Ethel
Murphy, Theodore
McBride, Ethel
McCollough, Helen
McCollough, Pierce

McDowell, Warren
McCracken, Mildred
McGeary, Elizabeth

Nigro, Marie

Pearce, Beulah
Peters, Ruth
Pisor, Austa
Poppleton, Marion
Powell, Ida

Reed, Margaret
Reed, Mollie
Ross, Beatrice
Rubright, Helen

Saviers, Mildred
Say, Sara
Schink, Elsie
Scollard, Florence
Shaffer, Wilma

Skeels, Margaret
Stamm, Viletta
Stewart, Virgal
Stillwagon, Helen
Stillwagon, May

Taylor, Lillian
Taylor, May
Thompson, Eleanor
Thompson, Nellie
Thorpe, Edna
Troutman, Cleo
Twentier, Dora

Umstead, Grace

Voorus, Dorothy

Wagener, Lauretta
Wick, Ruth
Wolfe, Esther
Wolford, Pearl



SUMMARY

TOTAL NUMBER OF STUDENTS

Male students in Normal School.....	106	
Female students in Normal School.....	418	
Total	524	524
Number in attendance during Fall Term:		
Normal School	395	
Model School	195	
Kindergarten	20	
Total	610	
Number in attendance during Winter Term:		
Normal School	416	
Model School	198	
Kindergarten	17	
Total	631	
Number in attendance during Spring Term:		
Normal School	442	
Model School	195	
Kindergarten	28	
Total	665	
Male pupils in Model School	91	
Female pupils in Model School	117	
Total	208	208
Male pupils in Kindergarten	14	
Female pupils in Kindergarten	15	
Total	29	29
Male students in Summer School	16	
Female students in Summer School	171	
Model School	26	
Total	213	
Summer School students not included in above.....		128
Total number of students, exclusive of duplicates.....		889

(Please tear this page out and send it to the Principal)

Application for Admission
TO
Slippery Rock State Normal School

DEAR SIR: I expect to enroll as a student in Slippery Rock State Normal School, Slippery Rock, Pa., on or about.....
....., 19..... Please reserve a room for me.

I am a graduate of the.....
High School, in the Class of 19....., having completed the full course of..... years in that school.

I desire further information concerning the following:

.....
.....
.....
.....
.....
.....

Respectfully yours,

Name.....

Address.....



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